



# **Compass Charter Schools COMBINED SELF-STUDY REPORT**

**850 Hampshire Road, Suite R  
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**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

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## Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional data about students and student achievement
4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

The Compass Charter Schools (Compass) staff and all educational partners dedicated a significant amount of time and effort to the development of our WASC Combined Self-Study Report. Throughout the process, the focus has been on identifying our areas of strength, growth, and developing an action plan to support the continued development of our organization. We have ensured that our combined self-study process included input from all educational partners. Our WASC Coordinator worked diligently with the entire staff assigning them their appropriate committee. Each committee participated and met continuously with our WASC Coordinator for two months to examine and analyze areas to which each of the criteria are being met. The Leadership Team and our Cabinet members reviewed findings, summarized progression, and correlated to our Local Control and Accountability Plans (LCAP). Our self-study timeline designed to guide all staff in the preparation for submission of our Self-Study can be found in the appendix section.

## Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

Compass Charter Schools of Los Angeles and Compass Charter Schools of San Diego conducted their last WASC Self-Study during the 2018-19 school year. This will be the first Self-Study conducted for Compass Charter Schools of Yolo. Below you will find a description of any significant developments at Compass that have had a major impact on the schools and our curricular programs.

### Academic Services Support Services

In the 2019-20 school year, Compass became an approved Certified Advancement Via Individual Determination (AVID) Site.

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- The program supports a school-wide culture built on college and career readiness by engaging scholars in academic rigor as well as college and career exploration opportunities. In this regard, the AVID Program has developed several opportunities for our scholars such as weekly guest speakers, AVID field trips, college and career exploration projects, weekly articles and quarterly newsletters.
- In addition, all instructional staff attended the AVID Digital XP Conference in August 2020.

During the 2020-21 school year, a testing task force was set up to evaluate, audit, and review internal benchmark assessments with specific, agreed upon criteria, to meet the “verified data” definition under AB 1505. Our final recommendation was to pursue STAR by Renaissance for grades K-12 for the 2021-22 school year. Scholars are assessed three times annually, with an initial, mid-year, and final end-of-year diagnostic. The initial diagnostic data is used to provide targeted intervention for scholars identified as needing tier 2 or tier 3 support. Under our Multi-Tiered System of Supports (MTSS) framework, our tutors host weekly small group sessions (grouped by grade level) for math and reading. As part of the Renaissance suite, Freckle is being used by the tutors as curriculum to focus on strengthening skills necessary for accessing grade level curriculum.

### **Online Learning Program Curriculum Audit and New Curriculum Implementation**

During the 2019-20 school year, the Online Learning program conducted a comprehensive curriculum audit where multiple online Learning Management Systems (LMS) and curriculum were reviewed and audited using a rubric that followed the National Standard of Quality Online Curriculum guidelines. Various educational partners participated in this audit, met with LMS and curriculum representatives, and discussed the best choice that would support scholar learning at Compass. The group unanimously chose Accelerate Education.

Further, two elementary school supervising teachers (STs) in the Online Learning program piloted using Accelerate Education to help transition families who were hesitant to make this change from the previous curriculum provider. Through this pilot, STs were able to demonstrate how Accelerate Education utilized standard mastery to increase scholar academic performance. In addition to the online curriculum, Accelerate Education also offers workbooks for each subject and grade level, which were implemented during the pilot, and helped families transition to the new curriculum.

In addition to the pilot, three town hall meetings were provided for parents to share concerns and ask questions regarding the new curriculum. The Online Learning program team answered questions, utilized feedback to determine a course catalog, and determined which supplemental materials were needed to support scholars.

During the 2020-21 school year, Compass fully implemented Accelerate Education Learning Management System and online curriculum. STs were trained to use the new curriculum during multiple learning sessions provided by Accelerate Education. Further, STs have access to the Accelerate Education On-Demand Library that provides various resources that can be shared with families and tutorials for customization to ensure teachers can personal scholar learning within the curriculum.

### **Social Emotional Learning**

During the 2019-20 school year, our team of school counselors invested in fostering social emotional learning (SEL) at the elementary, middle and high school levels within our live counseling Learning Labs and targeted small groups. The delivery of the SEL curriculum focused on supporting all scholars to better understand their emotions and demonstrate empathy for others. In addition, counselors responded to the crisis of the pandemic by providing mental health supports, crisis interventions as well as providing school and community resources.

During the 2020-21 school year, counselors proactively supported the mental health needs of all scholars. A focus on the mitigation of trauma and mental health has been incorporated in all aspects of the direct/indirect services provided to/for scholars and the social emotional curriculum/instruction delivered in small groups as well as learning labs.

Our Counseling Services Department has harnessed risk assessment tools including the Columbia-Suicide Severity Rating Scale to support suicide risk screenings, small group settings for scholars, and maintaining proactive connections and communications to support the mental health needs of our scholar populations. These strategies have helped to support the identification of warning signs and connect scholars and families to available school and community resources. The Counseling Services Department continues to monitor the mental health and well-being of scholars while continuing to be proactive in offering academic guidance, focusing on scholars' emotional and social learning, and providing specific support to scholars who are struggling with various personal and school-related barriers.

This school year, 2022-23, we have had a significant development in measuring scholars' SEL competencies, such as growth mindset, grit, self-efficacy, etc. Compass has partnered with Panorama Education to capture data to best support scholars in their SEL growth. We are in the process of administering surveys twice per year, in October and May, and scholars in grades 3-12 will be emailed a unique survey link to their Compass scholar email from Panorama.

We have also developed a plan for our Online and Options Learning programs to hold data-driven conversations (cross-departmental). Formative and summative use of data (academic, SEL, attendance) is used to inform instructional decisions. Separating Online/Options allows other teams to join (Academic Support, Counseling Services, Engagement, and Staff Support) to listen, participate and collaborate. Supervising teachers (STs) have data in mind when they engage in their Professional Learning Pathway to create and take action with scholars. This allows our Online and Options Learning Programs to lesson plan, connect with families, and do other necessary work.

### **Wildly Important Goals (WIGs)**

During the 2020-21 school year, Compass implemented a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2020-21 school year. Through this school-wide WIG, all departments developed their own lead and lag measures to support the development and data reporting for this WIG. This WIG data, at the department level, is shared bimonthly to provide a compelling scoreboard to report

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progress on the lead and lag measures. The overall Compass WIG goal is shared with Compass staff on a monthly basis to monitor goal achievement. To further involve the educational partners in the implementation and progress of the WIG, the goal provides the focus for all collaborative ideation and work completed in staff committees, divisions, and departments, the Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC). Since implementing this WIG we have seen a significant increase in our graduation rates. Compass Charter Schools of Los Angeles reflected a 17% increase in graduation rates from 62% in the 2020-21 school year to 79% in the 2021-22 school year. Compass Charter Schools of San Diego reflected a 10% increase in graduation rates from 82% in the 2020-21 school year to 92% in the 2021-22 school year. Compass Charter Schools of Yolo reflected no change in graduation rates from current to prior years and remained at 88%.

Note: These graduation rates may not correspond to what is visible on the California Dashboard; the Dashboard does not include those scholars who graduated early in three years, as well as other discrepancies (for example, CalPads still assigning scholars to Compass as dropouts but they have moved out of state or out of the country; we are working on correcting those errors in the system).

The process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals has allowed us to see the larger picture and how each component is genuinely interwoven with the other. We can look at our school as a whole and see our areas of strength and growth, all while providing evidence to support our findings.

Our last visit shed light on the following areas of growth:

- Specific English Language Learner curriculum
- Learning Lab participation
- Participation at school events

Since our last self-study, we have made adequate progress in all of these areas. We have adopted Lexia English Language Development (a program for our emergent bilinguals/newcomers in grades TK-12), Lexia Core 5 Reading (a personalized reading curriculum for grades K-5), and Lexia PowerUp Literacy (a personalized reading curriculum for grades 6-12 at Compass who are at risk of not meeting College and Career Ready Standards, and provides targeted support in the areas of word study, grammar, and reading comprehension to help build proficient adolescent readers).

To increase Learning Lab participation, Compass now hosts specific orientation presentations for Online Learning program scholars to get them familiar with the course navigation. This informs families of the upcoming Learning Labs and allows the supervising teacher (ST) to effectively orient them to their courses. We have seen an increase in Learning Lab participation due to these new additions.

We have also worked on increasing participation at school events. At the start of the school year, our Engagement Department hosts a Weeks of Welcome (WOW) program, which is a multi-day program to provide information to families about the different programs at Compass. These

sessions are filled with virtual back-to-school nights, orientations, and department open houses. Parents gain valuable information during these sessions and are able to ask questions and provide feedback to department leaders. These sessions are also recorded and posted to the Compass YouTube channel and shared via ParentSquare. The scholar engagement component is vital in assisting with increasing scholar achievement. Our families contribute to the success of our scholars and as one of our LCAP goals, scholar and family participation is a cornerstone of our program.

## Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- *California School Dashboard Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
  - Implications of the data
  - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
  - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

Compass Charter Schools (Compass) consists of three free, personalized learning, public charter schools that offer an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are currently authorized by Acton-Agua Dulce Unified School District (USD), Mountain Empire USD, and Winters Joint USD for scholars in grades TK-12 who reside in the Los Angeles, San Diego, and Yolo counties and their adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

Our academic programs are designed with our scholars in mind and provide our families with gold standard choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social-emotional, and college and career readiness support. Additionally, we continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and this teacher supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars enrolled in our Online Learning program participate in Learning Labs each day where they interact with their ST and peers. During these labs, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the ST to engage in their learning. Our personalized learning model

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provides flexibility with scholar schedules, so each Learning Lab is also recorded for scholars to view if they cannot attend live through a virtual platform. The Online Learning program STs also provide Q&A office hours, small group instruction, and one-on-one sessions to further support scholars.

In our Options Learning program, we partner with home study families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) is the primary instructor for his or her scholars and commits to providing a well-rounded education for their child that also addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a personalized learning plan for scholars. Throughout the year, families connect with their ST to discuss assigned work, manage progress, submit scholar work throughout each learning period, and review scholars' body of work and activity logs. In addition to academic support, each scholar is allocated educational support funds. These funds are used to purchase non-sectarian curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

In compliance with AB 130 and AB 167, scholars in both programs in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities, and scholars in grades 9-12 have access to weekly live synchronous instruction. These live synchronous sessions take place virtually.

In accordance with SB 224, mental health units have been incorporated into the health curriculum courses for scholars in grades 7 and 9. Compass created this unit to be used interactively between the ST, learning coach, and scholar. This unit includes articles to read, activities to complete, and reflection prompts that are meant to be collaboratively discussed.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of dedicated staff and their loving families.

### **School's Mission Statement**

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

### **School's Vision**

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



**School's Core Values**

Achievement  
Respect  
Teamwork  
Integrity  
Communication

**Scholar Demographic Data**

Compass Charter Schools' (Compass) educational program is based on the instructional needs of the scholar profile, which includes scholars from all backgrounds in grades Transitional Kindergarten (TK) through grade 12. Our target scholar profile is not limited to any particular demographic. Instead, Compass is designed and organized to serve scholars and families that have chosen an independent educational setting for any of the following reasons or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options
- Family relationships, personal beliefs and values, and families who prefer virtual or home study instruction
- Family schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-risk for successfully achieving high school graduation or equivalency
- Health reasons prohibit them from attending normal classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities
- Scholars that may have faced challenges such as bullying in traditional settings
- Scholars with responsibilities such as work schedules that do not fit in an 8 am - 4 pm schedule
- Scholars from various backgrounds and ethnicities
- Scholars that might otherwise choose to drop out of school due to scheduling issues

Compass' attrition rate has stayed low and steady, with truancy and family circumstances as the leading causes for scholars leaving the school. Data is based on Fall 1 or EOY certified Calpads reports for academic years 2019-20, 2020-21, and 2021-22.

**Compass Charter Schools of Los Angeles**

**Scholar Enrollment**

- 2019-20 School Year
  - Fall 1 Certified: 844
  - EOY Cumulative: 1,241
- 2020-21 School Year
  - Fall 1 Certified: 832

- EOY Cumulative: 945
- 2021-22 School Year
  - Fall 1 Certified: 852
  - EOY Cumulative: 1,210

**Enrollment by Ethnicity**

- 2019-20 School Year
  - Hispanic: 441
  - Not Hispanic: 403
- 2020-21 School Year
  - Hispanic: 371
  - Not Hispanic: 461
- 2021-22 School Year
  - Hispanic: 413
  - Not Hispanic: 439

**Percentage of EL Scholars**

- 2019-20 School Year: 9.4%
- 2020-21 School Year: 5%
- 2021-22 School Year: 4.1%

**Percentage of Socioeconomically-Disadvantaged Scholars**

- 2019-20 School Year: 50.5%
- 2020-21 School Year: 50.2%
- 2021-22 School Year: 53%

**Percentage of Special Education Scholars**

- 2019-20 School Year: 7.8%
- 2020-21 School Year: 11.7%
- 2021-22 School Year: 13.3%

**Percentage of Homeless Scholars**

- 2019-20 School Year: 2.1%
- 2020-21 School Year: 10.2%
- 2021-22 School Year: 9%

**Percentage of Foster Youth**

- 2019-20 School Year: 0.1%
- 2020-21 School Year: 0%
- 2021-22 School Year: 0.2%

## Compass Charter Schools of San Diego

### Scholar Enrollment

- 2019-20 School Year
  - Fall 1 Certified: 1,239
  - EOY Cumulative: 1,644
- 2020-21 School Year
  - Fall 1 Certified: 997
  - EOY Cumulative: 1,162
- 2021-22 School Year
  - Fall 1 Certified: 853
  - EOY Cumulative: 1,095

### Enrollment by Ethnicity

- 2019-20 School Year
  - Hispanic: 818
  - Not Hispanic: 421
- 2020-21 School Year
  - Hispanic: 487
  - Not Hispanic: 510
- 2021-22 School Year
  - Hispanic: 415
  - Not Hispanic: 438

### Percentage of EL Scholars

- 2019-20 School Year: 22.8%
- 2020-21 School Year: 15.5%
- 2021-22 School Year: 13.9

### Percentage of Socioeconomically-Disadvantaged Scholars

- 2019-20 School Year: 26.4%
- 2020-21 School Year: 44.2%
- 2021-22 School Year: 49.5

### Percentage of Special Education Scholars

- 2019-20 School Year: 3.9%
- 2020-21 School Year: 7.6%
- 2021-22 School Year: 10.2

**Percentage of Homeless Scholars**

- 2019-20 School Year: 0.8%
- 2020-21 School Year: 16%
- 2021-22 School Year: 17.1%

**Percentage of Foster Youth**

- 2019-20 School Year: 0.2%
- 2020-21 School Year: 0%
- 2021-22 School Year: 0%

**Compass Charter Schools of Yolo**

**Scholar Enrollment**

- 2019-20 School Year
  - Fall 1 Certified: 591
  - EOY Cumulative: 857
- 2020-21 School Year
  - Fall 1 Certified: 620
  - EOY Cumulative: 720
- 2021-22 School Year
  - Fall 1 Certified: 660
  - EOY Cumulative: 831

**Enrollment by Ethnicity**

- 2019-20 School Year
  - Hispanic: 112
  - Not Hispanic: 479
- 2020-21 School Year
  - Hispanic: 129
  - Not Hispanic: 491
- 2021-22 School Year
  - Hispanic: 156
  - Not Hispanic: 504

**Percentage of EL Scholars**

- 2019-20 School Year: 1.2%
- 2020-21 School Year: 1.1%
- 2021-22 School Year: 0.5%

**Percentage of Socioeconomically-Disadvantaged Scholars**

- 2019-20 School Year: 33.2%%
- 2020-21 School Year: 35.5%
- 2021-22 School Year: 32.7%

**Percentage of Special Education Scholars**

- 2019-20 School Year: 3.5%
- 2020-21 School Year: 8.2%
- 2021-22 School Year: 13.3%

**Percentage of Homeless Scholars**

- 2019-20 School Year: 0.7%
- 2020-21 School Year: 4.2%
- 2021-22 School Year: 2.3%

**Percentage of Foster Youth**

- 2019-20 School Year: 0.2%
- 2020-21 School Year: 0.5%
- 2021-22 School Year: 0.5%

**Faculty/Staff Demographics**

**Faculty/Staff by Gender**

- 2019-20 School Year
  - Male: 16
  - Female: 180
- 2020-21 School Year
  - Male: 16
  - Female: 177
- 2021-22 School Year
  - Male: 21
  - Female: 204

**Faculty/Staff by Ethnicity**

- 2019-20 School Year
  - Hispanic: 48
  - Not Hispanic: 148
- 2020-21 School Year
  - Hispanic: 48

- Not Hispanic: 159
- 2021-22 School Year
  - Hispanic: 50
  - Not Hispanic: 175

**Faculty/Staff by Classification**

- 2019-20 School Year
  - Classified/Non-Classified: 45
  - Certified: 151
- 2020-21 School Year
  - Classified/Non-Classified: 48
  - Certified: 145
- 2021-22 School Year
  - Classified/Non-Classified: 41
  - Certified: 184

**Faculty by Education Level**

- 2019-20 School Year
  - Bachelors: 107
  - Masters: 60
  - PhD: 3
  - Other or N/A: 0
- 2020-21 School Year
  - Bachelors: 87
  - Masters: 85
  - PhD: 3
  - Other or N/A: 0
- 2021-22 School Year
  - Bachelors: 84
  - Masters: 95
  - PhD: 4
  - Other or N/A: 24

**School Academic Program Data**

Compass Charter Schools (Compass) recognizes that in education, one size does not fit all. Compass is designed and organized to serve scholars and families who have chosen a personalized learning educational program that can meet an individual scholar's unique needs. We encourage scholars to set a schedule for their day, one that works with their individual

commitments and responsibilities. Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the pacing plan for each online course or specific curriculum. This generally means scholars need to make daily progress in their courses to finish by the end of the semester.

In our Online Learning program, scholars in grades K-12 utilize the online curriculum Accelerate Education (AE) and work within the asynchronous module instructional lessons. In addition, scholars in grades K-5 use the following supplemental materials: Accelerate Education workbooks for extra practice, Lakeshore Reading kits for additional reading lessons and support, and grades 2-5 novel selections. As scholars work in these lessons contained within Accelerate Education, they participate in various learning modalities that include videos, graphic organizers, enrichment activities to expand learning, and discussion forums to interact with their peers. The Online Learning supervising teachers (STs) provide timely feedback on scholar assignments/assessments and grade those assignments/assessments as they determine grade-level proficiency. Scholars' progress and grades can be viewed 24/7 so that both scholars and learning coaches (parents or legal guardians) are always aware of their progress. Scholars may seek support and answers to questions either through email, telephone or by attending their ST's weekly synchronous virtual Q&A sessions. To provide additional support, STs in the Online Learning program may invite scholars to small group intervention sessions and one-on-one sessions where they receive direct instruction and intervention to address learning loss and performance gaps.

The Online Learning program provides live, synchronous class sessions called "Learning Labs." These are offered to scholars each day of the week through Zoom. These Learning Labs provide instruction that includes research-based strategies that engage scholars in their learning. Further, these labs meet the required synchronous instruction criteria set forth by AB 130 and 167 legislation for each grade level. The lab also serves as live interaction to comply with this legislation as well. Attendance at Learning Labs is part of their participation grade but are held both synchronously and asynchronously to meet the individual schedule of each scholar. Scholars may also schedule appointments with STs to obtain one-on-one help on coursework. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their STs virtually, up to five hours a week, and more if they schedule appointments with their STs.

In our Options Learning program, scholars are taught at home primarily by their learning coach and receive ongoing support from their credentialed ST, who is there to guide the learning coach with curricular options, grade level standards, order requests, academic guidance, and additional resources for success. There is the expectation that schoolwork is completed on a daily basis per the curriculum and/or course outlines shared. Our STs offer live, virtual homeroom instruction daily for their scholars in grades TK-3 and once a week for grades 4-12 based on AB130 and 167. The ST also meets with learning coaches and scholars each learning period (every 20 days) to discuss progress and current academic levels. These connection meetings are often held in video conferencing platforms. In addition to these regular meetings, ongoing support is provided via

daily instruction, email, phone calls, and texts. Scholars submit a body of work each learning period which consists of at least one completed assignment per enrolled subject so the ST can monitor progress towards standards mastery. Based on this submitted body of work, the ST assigns each scholar a monthly grade for each subject on their Personalized Learning Plan. In compliance with SB224, we provide access to a comprehensive Mental Health Unit for 7 and 9-grade scholars. In compliance with the California Healthy Youth Act, we offer a complete Sexual Health Education and Human Immunodeficiency Virus Prevention Education Unit. Additional program supports include live Academic Support sessions, weekly tutoring sessions, and Learning Coach Support sessions. These sessions are recorded and links are shared in order to provide asynchronous support for those not able to attend live.

Another facet of our Options Learning program is the Navigators Community at our Orange County Learning Center (OCLC) in Santa Ana, part of Compass Charter Schools of San Diego. The Navigators Community meets two-days/week for science, history, and engaging enrichment classes. The community provides a perfect blend of home study and the traditional classroom as skilled and passionate STs partner with dedicated learning coaches to provide a solid and complete education for scholars in grades K-8. At the OCLC, an active project-based environment allows scholars to interact and learn from each other. At home, each scholar benefits from a personalized education in math and language arts with their family. Curriculum choices and methods are tailored to individual needs by the learning coach and supported by the ST. Inspiration flows between the learning center community and home, developing a family interest in learning together.

Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in one or more of our 21 scholar-led clubs, monthly field trips, and school sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests.

### **Scholar Performance**

Compass Charter Schools (Compass) has focused each year on data analysis to drive instructional supports. In 2019-20 and 2020-21, Compass started looking at our data sources and realized we mostly had raw data from which it was difficult to draw significant correlations. As such, Compass partnered with Parsec, a data organization that works with schools and organizations, in order to determine which data sources were most useful and how to curate that data in order to be able to run analyses on the data. During the 2021-22 school year, we began holding professional learning data digs with all members of our academic staff. Since then, we have analyzed several years' worth of California Assessment of Student Performance and Progress (CAASPP) data, and just examined the preview of 2020-21 CAASPP data to compare 2018-2019 to 2020-2021. In prior years, we saw some disturbing trends of below grade level performance. However, so far, in the latest available CAASPP scores from the 2020-21 school year, we have seen significant growth and were able to share wows and wonders within trends in our data. We also look for equity gaps in our subgroups, and special populations, as we are able to disaggregate data by scholar groups and put resources in place so they have access.



Furthermore, by comparing our internal benchmark results to CAASPP scores, we have been able to use the data to inform our next steps, putting supports and interventions in place to close achievement gaps. We spent 2020-21 reviewing Freckle, which is offered with STAR. Freckle is personalized for each scholar, and scholars are able to access this supplemental tool 24/7 to help close skill gaps. This intervention tool is proven to help scholars make academic progress, evidenced by growth in performance on the midyear and end of the year benchmark assessments. As previously mentioned, in the 2021-22 school year we adopted STAR by Renaissance as our new benchmark assessment. For example, within STAR, we are able to pull frequent standards missed and use the tools for supervising teachers (STs) within Smarter Balance to pull resources and lessons to supplement curriculum. With STAR, we also assign scholars to tutoring groups based on their STAR performance and utilize Freckle in conjunction with tutoring sessions.

Additionally, we look at scholar performance in courses, rates of passing/not passing, as data to study. We look for trends in each of our programs. As such, we opted to change our Online Learning platform to Accelerate Education with the hope of a better focus on standards in each content area.

We also look at data on our English Learner (EL) population. In the 2020-21 school year, Compass adopted Lexia as our English Language Development (ELD) program and are able to share out the progress our EL scholars are making. We look forward to cross-referencing this with their English Language Proficiency Assessments for California (ELPAC) performance.

Compass has always gathered data, but now we are more focused on analyzing the data, not only within our teams but with members of the Leadership Team. Our Director of Staff Support and the Data and Assessment Coordinator shares disaggregated data with staff, and empowers them to interact with the data by utilizing the noticings and wonderings protocol. This department also facilitates annual CAASPP data digs with the entire academic division, and teams work cross-departmentally to determine our equity gaps and to plan our next steps, by using the now what protocol. The Staff Support Department also hosts annual benchmark growth data digs with the instructional staff so they can see how their scholars performed, and implement targeted interventions based on the data. We ultimately analyze data to drive instruction, to react to trends, and to implement programs to support our scholars. The value in this data is that it has helped us focus and refine our program to better benefit our scholars. Data, whether positive or negative, is important when making choices and decisions that benefit our educational programs, as well as our scholars.

### **Assessment Scores**

Compass Charter Schools (Compass) participates in state testing and offers internal diagnostic testing to gather data to guide course placement, to direct instruction, to implement English Learning Development (ELD), and to offer scholar support.

## State Tests

Due to COVID-19, Compass Charter Schools (Compass) did not administer the California Assessment of Student Performance and Progress (CAASPP) during the spring of 2020; all assessments were canceled. However, we did administer remote testing during the 2020-21 school year, and saw significant growth from the last administered test, which was during the spring of 2019. On a global scale, the percentage of scholars in grades 3-5 who met or exceeded standards grew by over 20% in English Language Arts (ELA), and by over 40% in math. More importantly, the number of scholars who did not meet or nearly met standards (level 1 and 2) decreased by about 5% in ELA and about 8% in math for all grade levels.

Compass attributes some of this success to the addition of our Assessment Teachers on Special Assignment (ToSAs) during the 2020-21 school year. The team positively impacted scholar achievement, as they were able to share test-taking strategies with our supervising teachers (STs), who then disseminated the tools to their scholars. The ToSAs also held weekly workshops for parents and scholars to review test-taking strategies and CAASPP administration, such as downloading the secure browser. The ToSAs also supported our STs by providing test preparation lessons to use in live synchronous instruction.

Compass has a full time English Learner (EL) Coordinator who oversees supports for our EL population. We have also increased test prep, added intervention support opportunities, and hired tutors, with the focus on improved test preparation and an increased Reclassified Fluent English Proficient (RFEP) percentage. Our use of a research and data-based English Language Development (ELD) program, Lexia, has supported these efforts related to testing.

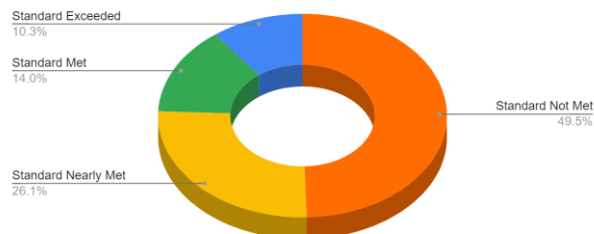
## Compass Charter Schools of Los Angeles

CAASPP Testing suspended for the 2019-20 school year

2020-21 CAASPP ELA  
Compass Charter Schools Los Angeles



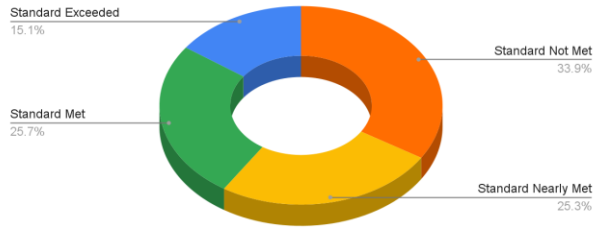
2020-21 CAASPP Math  
Compass Charter Schools of Los Angeles



# Compass Charter Schools ACS WASC/CDE Combined Self-Study Report

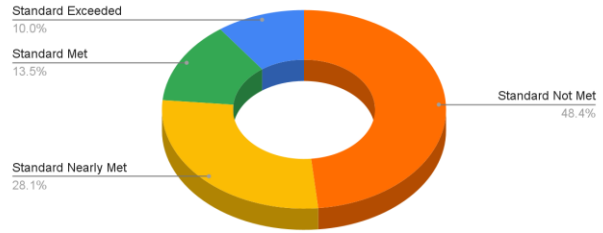
## 2021-22 CAASPP ELA

Compass Charter Schools Los Angeles



## 2021-22 CAASPP Math

Compass Charter Schools of Los Angeles

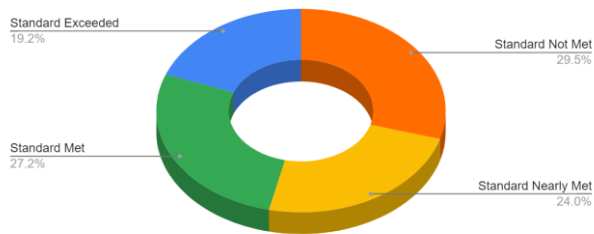


## Compass Charter Schools of San Diego

CAASPP Testing suspended for the 2019-20 school year

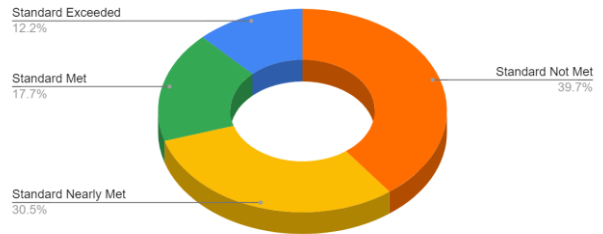
### 2020-21 CAASPP ELA

Compass Charter Schools San Diego



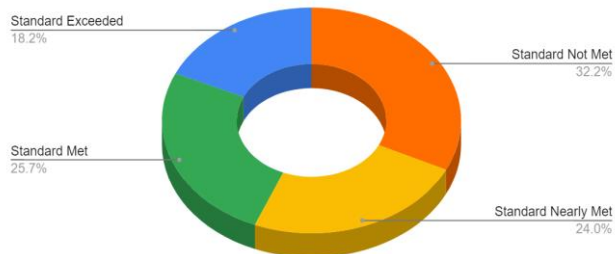
### 2020-21 CAASPP Math

Compass Charter Schools of San Diego



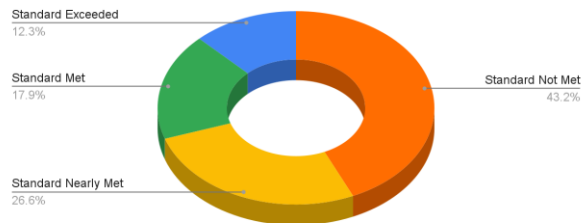
### 2021-22 CAASPP ELA

Compass Charter Schools San Diego



### 2021-22 CAASPP Math

Compass Charter Schools of San Diego

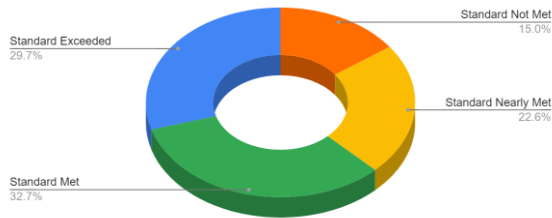


## Compass Charter Schools of Yolo

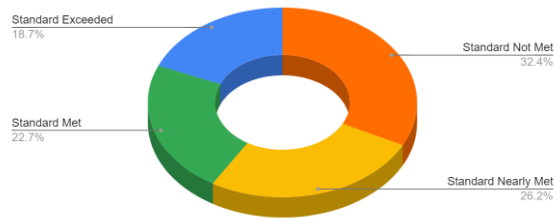
CAASPP Testing suspended for the 2019-20 school year

## Compass Charter Schools ACS WASC/CDE Combined Self-Study Report

2020-21 CAASPP ELA  
Compass Charter Schools Yolo



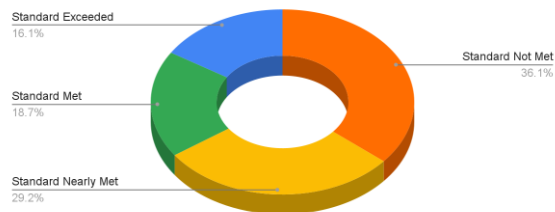
2020-21 CAASPP Math  
Compass Charter Schools of Yolo



2021-22 CAASPP ELA  
Compass Charter Schools Yolo



2021-22 CAASPP Math  
Compass Charter Schools of Yolo



### CAST

The California Science Test (CAST) is administered to grades 5 and 8, and once in high school. The CAST Pilot Test was administered in 2016-17, with no scholar scores released. The CAST test results for 2017-18 are preliminary indicators from the CAST Field Test, with no actionable data. The CAST results from the 2018-19 Operational Test are the first scores Compass Charter Schools (Compass) has seen which indicate our scholars' achievement in relation to the Next Generation Science Standards (NGSS). The scores were released December 19, 2019, and were analyzed by a team of supervising teachers (STs) and compared with 2020-21 scores when they were released in December of 2021, to drive instruction and test preparation for our scholars.

When comparing the percentage of scholars in all grades who met or exceeded the standards on the CAST in 2020-21, we saw an 11.52% increase over 2018-19 scores. For grades 11 and 12, we saw a 21.21% and a 4.66% increase over 2018-19 results respectively in those meeting or exceeding standards on the CAST. Grade 5 shows an increase over 2018-19 of 18.99% and grade 8 shows a slight increase over 2018-19 at 0.68% of those who met or exceeded standards.

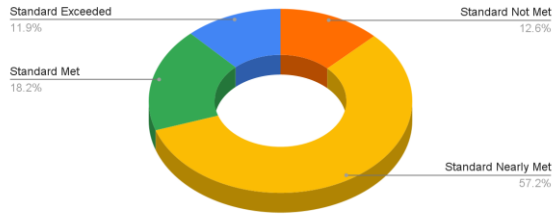
### Compass Charter Schools of Los Angeles

CAST Testing suspended for the 2019-20 school year

# Compass Charter Schools ACS WASC/CDE Combined Self-Study Report

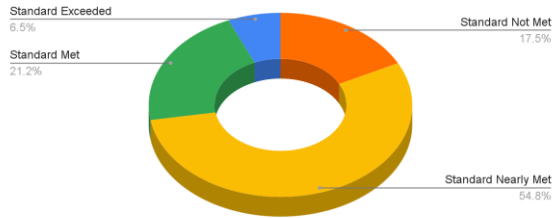
## 2020-21 CAST

Compass Charter Schools of Los Angeles



## 2021-22 CAST

Compass Charter Schools of Los Angeles

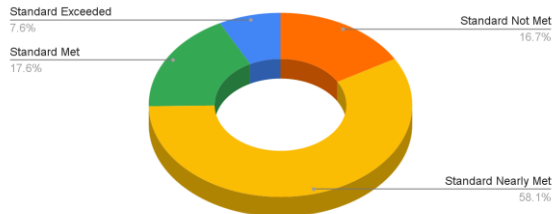


## Compass Charter Schools of San Diego

CAST Testing suspended for the 2019-20 school year

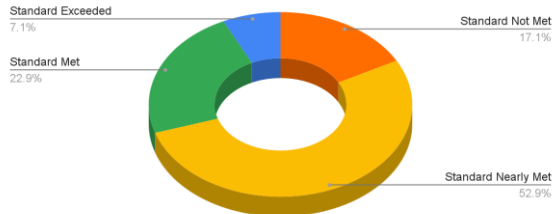
## 2020-21 CAST

Compass Charter Schools of San Diego



## 2021-22 CAST

Compass Charter Schools of San Diego

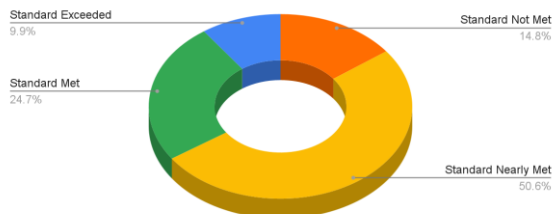


## Compass Charter Schools of Yolo

CAST Testing suspended for the 2019-20 school year

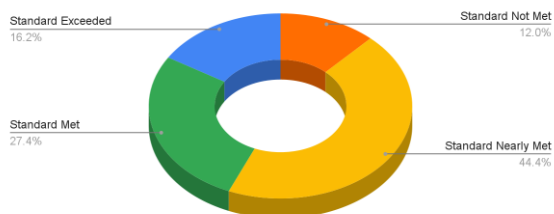
## 2020-21 CAST

Compass Charter Schools of Yolo



## 2021-22 CAST

Compass Charter Schools of Yolo



## Internal Tests

During the 2019-2020 school year, Compass Charter Schools (Compass) moved forward with implementing Istation for grades K-5 and Edgenuity for grades 6-12. Both of these programs

## Compass Charter Schools ACS WASC/CDE Combined Self-Study Report

offered a diagnostic assessment in both reading and math, along with supporting targeted instruction at the achievement level of each scholar based on the assessment score. During the 2021-2022 school year, we partnered with Renaissance for our diagnostic and intervention platform - our scholars take STAR early literacy, STAR reading, STAR math or STAR Spanish at the start of the school year for baseline data, a mid year benchmark to measure progress and make adjustments to our program, and an end of the year benchmark to measure growth. Based on the performance data, scholars are assigned Freckle under our Renaissance umbrella as a targeted support to close skill gaps. If scholars are in need of tier 2 or tier 3 support, scholars have weekly tutoring groups, and tutors use Freckle lessons in conjunction with their independent Freckle work.

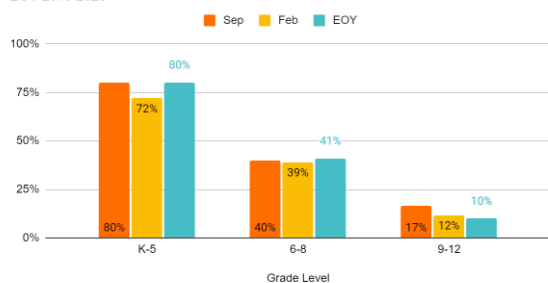
In addition to the program changes, Compass hired additional tutors under the Multi-Tiered System of Supports (MTSS) framework, to further support scholars who are identified as needing Tier 2 or 3 support after taking the diagnostic assessments.

There have been marked improvements in language proficiency evidenced in English Language Proficiency Assessments for California (ELPAC) testing, as we have increased the percentage of scholars in levels 2-4 and decreased the percentage at level 1 from the 2018-19 school year through the 2020-21 school year. In 2018-19 we tested 88.3% of our scholars, and in 2020-21 we tested 97.7% of our scholars. In 2021-22, we tested 97.5% of our scholars.

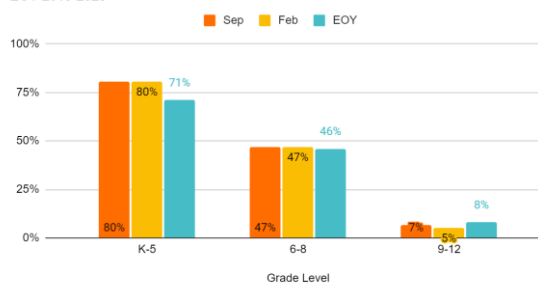
### Compass Charter Schools of Los Angeles

2019-20 graphs showing percentage of scholars at or above grade level (proficient). K-5 were assessed on Istation and grades 6-12 were assessed on Edgenuity.

Los Angeles- reading  
EOY 2019-2020



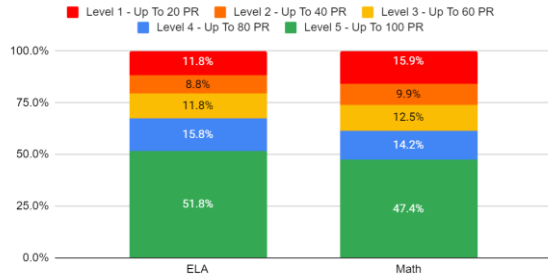
Los Angeles- math  
EOY 2019-2020



# Compass Charter Schools ACS WASC/CDE Combined Self-Study Report

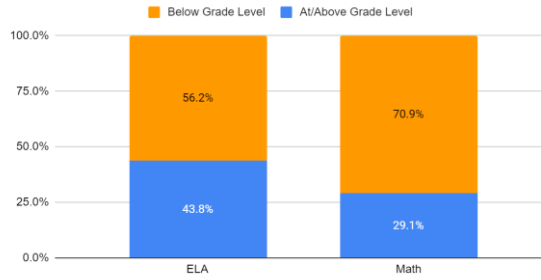
## 2020-21 Spring iStation Assessments

Compass Charter Schools of Los Angeles



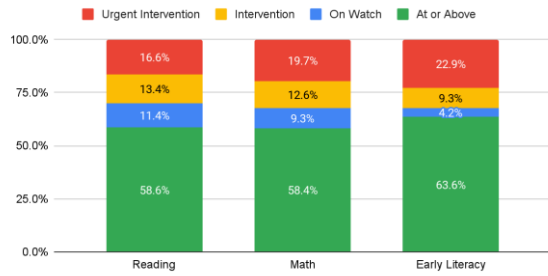
## 2020-21 Spring Edgenuity Assessments

Compass Charter Schools of Los Angeles



## 2021-22 Spring STAR Assessments

Compass Charter Schools of Los Angeles

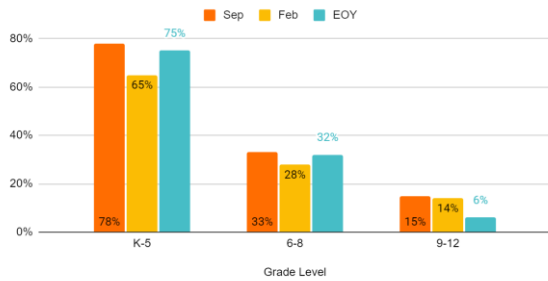


## Compass Charter Schools of San Diego

2019-20 graphs showing percentage of scholars at or above grade level (proficient). K-5 were assessed on Istation and grades 6-12 were assessed on Edgenuity.

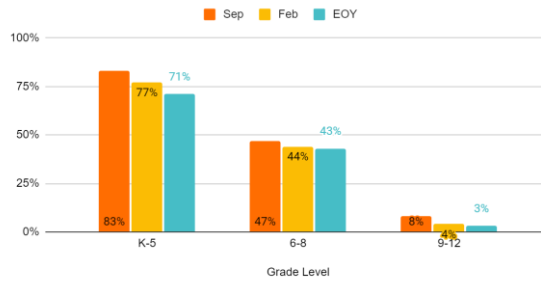
### San Diego- reading

EOY 2019-2020



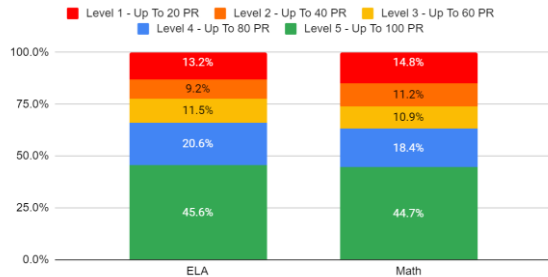
### San Diego- math

EOY 2019-2020



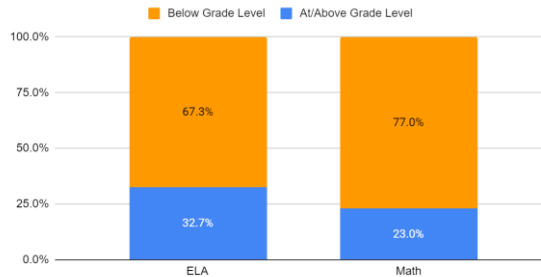
## 2020-21 Spring iStation Assessments

Compass Charter Schools of San Diego



## 2020-21 Spring Edgenuity Assessments

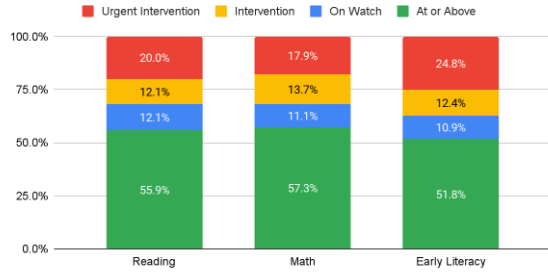
Compass Charter Schools of San Diego



# Compass Charter Schools ACS WASC/CDE Combined Self-Study Report

## 2021-22 Spring STAR Assessments

Compass Charter Schools of San Diego

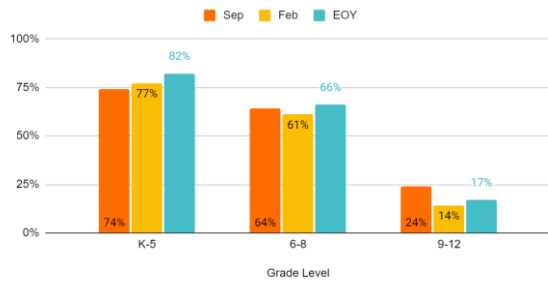


## Compass Charter Schools of Yolo

2019-20 graphs showing percentage of scholars at or above grade level (proficient). K-5 were assessed on Istation and grades 6-12 were assessed on Edgenuity.

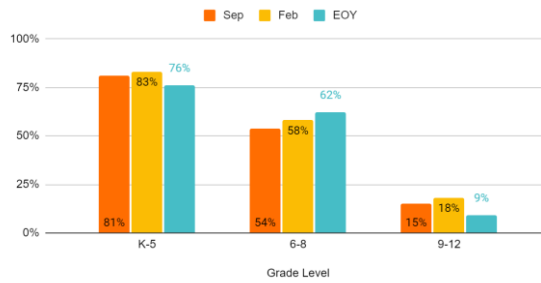
### Yolo- reading

EOY 2019-2020



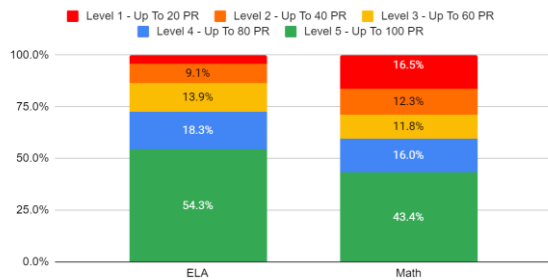
### Yolo- math

EOY 2019-2020



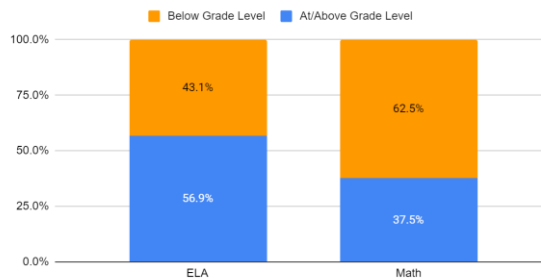
### 2020-21 Spring iStation Assessments

Compass Charter Schools of Yolo



### 2020-21 Spring Edgenuity Assessments

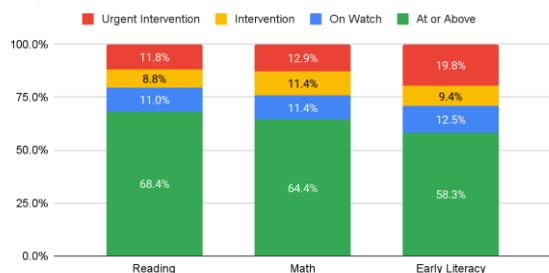
Compass Charter Schools of Yolo





2021-22 Spring STAR Assessments

Compass Charter Schools of Yolo



## Chapter III: Self-Study Findings

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Learning and Teaching
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

---

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

##### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, **including equity, diversity, and inclusion**, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

##### Indicators

**A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all educational partners in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:** Students,

## Compass Charter Schools ACS WASC/CDE Combined Self-Study Report

parents, and other educational partners of the school and business community demonstrate understanding of and commitment to the vision, mission, schoolwide learner outcomes, and the district LCAP.

**A1. Prompt:** Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>On our website, Compass Charter Schools (Compass) has clearly stated its Mission and Vision statements. Our mission “to inspire and develop innovative, creative, self-directed learners, one scholar at a time” is based on our scholars’ needs. The desire to stay current on educational research is ongoing at Compass. Through many Professional Learning opportunities and In-Service training, the staff strives to stay current on evidence-based instructional practices at Compass, which is addressed in our Local Control Accountability Plan (LCAP) goals. Our goal to increase academic achievement can be seen in our Vision statement: “nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.” Our intention of increasing learning coach (parent or legal guardian) involvement is also reflected in our vision: “to create a collaborative virtual learning community.” At Compass, “Achievement” is one of our Core Values. We believe that all scholars can achieve and be successful in all areas of their lives. Our Governing Board is responsible for maintaining our mission, vision, and values, along with our LCAP goals, the academic standards, and our Scholar Learning Outcomes (SLO).</p>	<p><a href="#">Academic Standards</a>  <a href="#">Compass Governance</a>  <a href="#">Compass Guiding Principles</a>  <a href="#">LCAP Goals</a>  <a href="#">Professional Development Opportunities</a></p>
<p>Our SLOs are representative of the characteristics and skills that we strive to teach, inspire, and instill in our scholars:</p> <ul style="list-style-type: none"> <li>● Innovators</li> <li>● Effective Collaborators</li> <li>● Confident Learners</li> <li>● Community Leaders</li> </ul> <p>To gain understanding and keep all educational partners (learning coaches, scholars, staff and community members) involved in the process, Compass surveys all of its educational partners, including its Board of Directors, to receive information, guidance, and direction. These surveys, along with discussions at Board of Director meetings, give our Compass leaders feedback about the school. Compass has a Staff Advisory Committee (SAC) to oversee the suggestions and feedback received from staff through a Virtual Suggestion Box. This committee is advisory in nature and suggests positive solutions to staff suggestions. Along with employees and the board, we have a Parent Advisory Council (PAC) and Scholar Leadership Council (SLC) that are included in the process, along with a Virtual Suggestion Box for scholars and Learning Coaches. The Framework for the Future is designed to align with the world we live in, develop scholars who will become engaged and productive citizens, and to enable our community to codify the Gold Standard in Virtual Education. The Blueprint for Success is</p>	<p><a href="#">Blueprint for Success</a>  <a href="#">Board of Directors</a>  <a href="#">Charter Petitions</a>  <a href="#">Framework for the Future</a>  <a href="#">Parent Advisory Council</a>  <a href="#">Scholar Leadership Council</a>  <a href="#">Staff Advisory Council</a>  <a href="#">Surveys</a>  <a href="#">Virtual Suggestion Box</a></p>

**Compass Charter Schools ACS WASC/CDE Combined Self-Study Report**

<p>designed to incorporate the Core Values, LCAP, and enabling conditions such as: Coherence, Culture, and Connectedness to reach Compass’s vision and mission.</p>	
<p>The school’s website provides a comprehensive resource for members of the school community with information about the school, enrollment, events, and news. In addition, the Parent &amp; Scholar Portal on the website provides additional resources specific to enrolled families. Compass also shares its purpose through the use of various communication channels including ParentSquare, Parent Town Halls, virtual open houses, news releases, email, social media, and the like. These initiatives are implemented throughout the school year to engage learning coaches and increase parental and scholar interaction, with the goal of an involved community of Compass.</p>	<p><a href="#">Compass Website</a>  <a href="#">ParentSquare</a>  <a href="#">Staff Advisory Council</a>  <a href="#">Twitter</a>  <a href="#">Superintendent’s email</a>  <a href="#">Superintendent's Town Hall for the Online Learning Program</a>  <a href="#">Superintendent's Town Hall for the Options Learning Program</a>  <a href="#">YouTube</a></p>
<p>The board-approved Scholar Handbook provides a comprehensive view of the school’s program as well as the Mission and Vision Statements, and Core Values. Scholars and learning coaches must read the handbook, sign, and submit the acknowledgment page of the handbook. All families are invited to attend our virtual Back To School Night and our Weeks of Welcome (WOW) department presentations where our mission, vision, school-wide learner outcomes, and programs are reviewed once again.</p>	<p><a href="#">Online Learning Back to School Night 2022-23 Presentation</a>  <a href="#">Options Learning Back to School Night 2022-23 Presentation</a>  <a href="#">Scholar Handbook</a>  <a href="#">Weeks of Welcome Videos</a></p>
<p>In following the requirements of the Brown Act and a strong desire for accountability and transparency, educational partners are regularly informed of meeting times, agendas, meeting notes, and board actions from the Board of Directors meetings. Information from the meetings are shared through the website, internal communication channels, our Monday Morning Update (MMU), and social media, as well as in the Superintendent Town Hall for staff and Superintendent Town Halls held for learning coaches and scholars. Educational partners are also encouraged to participate through the SAC, PAC, and the SLC, depending on their role.</p>	<p><a href="#">BoardonTrack</a>  <a href="#">Superintendent's Town Hall for the Online Learning Program</a>  <a href="#">Superintendent's Town Hall for the Options Learning Program</a>  <a href="#">Twitter</a>  <a href="#">YouTube</a></p>
<p>Using surveys, virtual suggestion boxes, meetings, and discussions, Compass frequently collects feedback from learning coaches, scholars, staff, board and educational partners as part of our school’s continuous improvement process. The feedback will help drive our shared goal of preparing our scholars to be academically successful self-directed learners.</p>	<p><a href="#">Surveys</a>  <a href="#">Virtual Suggestion Box</a></p>
<p>While college and career are not specifically mentioned in either the Mission or Vision Statements, other phrases such as “self-directed learners,” “a curiosity for life-long learning,” and “responsibility for their future success” are within the Mission and Vision Statements and meet that belief. These statements, along with the modifier, “one scholar at a time,” displays the commitment Compass has to each and every scholar’s</p>	<p><a href="#">Compass Mission and Vision</a>  <a href="#">LCAP Goals</a></p>

**Compass Charter Schools ACS WASC/CDE Combined Self-Study Report**

<p>future success in college or career. The mission to inspire and develop innovative, creative, self-directed learners will not change. However, Compass is an adaptive organization. We are ever evolving to better meet the needs of scholars and staff alike. Ways of better serving our scholars is a constant and ongoing process, which is under regular review. There is a significant relationship between the school vision, mission, schoolwide learner outcomes, the scholar’s learning needs, the school programs, and ongoing school improvement process. In addition, the Leadership Team meets monthly to review progression towards LCAP goals, which correspond directly to the school’s purpose and schoolwide learner outcomes. During these meetings, achievement and data are analyzed to allocate resources, acknowledge any positive outcomes, and plan interventions.</p>	
<p>Compass has implemented a new project management system to help with monitoring and accountability of LCAP metrics. The goal is to identify, plan, and take action preemptively in efforts to support our unique scholar population. The Blueprint and the Framework for the Future was developed by analyzing survey data, researching learner-centered approaches, hosting forums with educational partners, and engaging in design thinking. The Framework incorporates a scholar profile, mission, vision, values, learning experiences, enabling conditions, and the blueprint for success.</p>	<p><a href="#">Framework for the Future</a> <a href="#">LCAP</a></p>

**A2. Governance Criterion**

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

**Indicators**

**A2.1. Understanding the Role of the Governing Board and District Administration:** The school community understands the governing authority’s role, including how educational partners can be involved.

**A2.2. Relationship between Governing Board and School:** The school’s educational partners understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Compass Charter Schools (Compass) is governed by a California nonprofit public-benefit 501 (C) (3), Compass Charter Schools, which has an independent Board of Directors. The Directors meet regularly to oversee the school’s management, operation, activities, and affairs. The purpose of the Corporation is to create, manage, operate, guide, direct, and promote one or more public charter schools.</p>	<p><a href="#">Board on Track</a> <a href="#">Compass Board of Directors</a></p>

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<p>The Board of Directors define, compose, and revise (as needed) the policies of the school and ensure compliance with its agreements and applicable laws and regulations.</p>	
<p>The policies and procedures in the Board By-Laws (Amended By-Laws in Board on Track) are clear regarding the selection, composition, and specific duties of the Governing Board, including the frequency and regularity of board meetings to ensure compliance with the Brown Act and any new laws that are passed by the State of California. At each meeting, the board is updated on the status of Compass and how we are working towards meeting Scholar Learning Outcomes (SLOs), academic standards, and college-and career-readiness standards. Different departments present at meetings with relevant information to ensure the board is up to date on information and can make policy decisions based on current data to ensure we move forward with a singular focus on our school wide action plan for this school year. Policies from the board are shared out via internal communication channels, public board meeting notes and passed down through management for implementation throughout the organization.</p>	<p><a href="#">Agendas &amp; By-Laws Board on Track Meeting CompassCS - YouTube</a></p>
<p>The school website lists where to find all By-Laws, Board Policy Manuals, Operating Budget, and Local Control and Accountability Plan (LCAP) so that they are easily accessible to the public. The board also approves the graduation requirements, curriculum, and Scholar/Parent Handbook. In addition, it reviews the ongoing progress of the academic programs, Online and Options, aimed at supporting the success of scholars, and makes decisions based on measurable scholar outcomes.</p>	<p><a href="#">Compass Charter Schools Operations Board on Track Meeting Agendas LCAP Parents and Scholars Compass Page</a></p>
<p>Members of the board are actively involved in activities and meetings at Compass. They are regularly invited to attend enrichment activities, meetings and school celebrations. Because we are a virtual school, most of these events are recorded, and those recordings are also shared with the board for later viewing. All educational partners, including board members, are given constant opportunities to receive information, provide input, and inquire across the spectrum of organization policies. During the summer, they participated in a Board Advance to gain a deeper understanding of the school and to stay current with the needs of scholars. The Superintendent provides weekly updates to the board on areas related to the day-to-day operations of the school. In addition, monthly Superintendent "Town Hall" meetings bring all professional educational partners together with a review of key organizational updates and provide an opportunity for individual questions. These inquiries are in turn related to the board, and range from questions regarding best practices in communication: curriculum alignment, vendor relationships, potential software updates, community, and public policy issues, etc. Compass also has three advisory auxiliaries, the Scholar Leadership Council (SLC), Staff Advisory Committee (SAC) and the Parent Advisory Council (PAC), to facilitate communication amongst educational partners. The SAC works to streamline information and best practices across staff, administration, and management, while the PAC works to engage learning coaches (parents or legal guardians) with the actions of the Governing</p>	<p><a href="#">A Word from our Superintendent Back-to-School Picnic w/ Stakeholders Interview with Board Members Parent-Advisory Council Townhall Videos</a></p>

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<p>Board. With its focus on family participation, the PAC meets to reach out to Compass families with surveys, notification of events, and relevant meetings (both virtual and in-person), as well as to solicit feedback from scholar and family educational partners. This structure allows all educational partners access to the Board of Directors and maintains open lines of communication across all strata of the Compass organization.</p>	
<p>The board is actively involved in the review, development, and approval of the Compass LCAP. Board meetings regularly include updated information related to the goals in the LCAP, as well as updates on scholar data. Recommendations and information will be provided to the board by the school leadership, learning coaches and other educational partners as they all participate in making decisions that focus on all scholars achieving the schoolwide learner outcomes, the academic standards, and the college-and-career readiness standards.</p>	<p><a href="#">Board on Track Meeting Agendas LCAP</a></p>
<p>Compass provides instruction on four different complaint procedures on our website: a comprehensive board approved Uniform Complaint Policy and Procedure, Title IX Complaints, General Complaints, and Charter Complaints. Information from these are immediately directed to the Superintendent. Educational partners are encouraged to be active in the policies that are decided. Staff members can share concerns either to their supervisors directly, during periodic school evaluations, or during Superintendent Town Halls each month. Regular Connections Meetings between learning coaches, scholars, and Compass supervising teachers (STs) allow scholars and learning coaches to discuss any concerns they may have with regard to the scholar’s education or other concerns. Connection meetings are held monthly and track academic progress in the personalized learning plan. Compass also provides a few surveys and a virtual suggestion box that are reviewed by the SAC on a monthly basis.</p>	<p><a href="#">Compass Guiding Principals</a>  <a href="#">Compass Guidesite</a>  <a href="#">Online K-8 PLP</a>  <a href="#">Online HS PLP</a>  <a href="#">Options PLPs</a>  <a href="#">Surveys</a>  <a href="#">Townhall Videos</a>  <a href="#">Virtual Suggestion Box</a></p>

### 3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

#### Indicators

**A3.1. Broad-Based, Inclusive, and Collaborative:** The school’s broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school’s schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

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**A3.3. Collective Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Online supervising teachers (STs) use assignments as formative assessments and provide scholars with valuable feedback to assist with content mastery. These formative assessments include weekly quizzes within the course content, checking for understanding during live Learning Lab sessions, and scholar work assignments. Scholars are required to submit assignments daily for each subject to represent their body of work. These assignments correlate with activity logs that track educational activity for each subject. Technology is a daily part of the scholar learning process, as well as daily scheduling and organization, with the focus on achieving college and career readiness. To further support scholars, teachers provide Q&amp;A sessions for one on one and small group supports.</p>	<p><a href="#">Master Agreement and Acknowledgement of Responsibilities</a>  <a href="#">Online Scholar Handbook</a>  <a href="#">Sample Live Learning Lab Recording Link(s)</a></p>
<p>Options scholars, learning coaches (parents or legal guardians) and STs meet once per 20 school days to discuss, reflect on, and set goals for learning outcomes. Similar to the Online scholars, they are required to submit work assignments that correlate with activity logs that track academic work completed during the week. The assignments are also evaluated for grade-level appropriateness and continued progress. Assigned standards and scholar grades are recorded on the Personalized Learning Plan (PLP). Goals involve collaboration between all educational partners and are viewed as a fluid and ongoing process driven by the scholar's progress. Intervention needs are evaluated and implemented as part of this process.</p>	<p><a href="#">Master Agreement and Acknowledgement of Responsibilities</a>  <a href="#">Options Program Scholar Handbook</a>  <a href="#">Personalized Learning Plans (PLP)</a></p>
<p>Compass Charter Schools (Compass) uses various methods to track scholar progress. One method to track scholars in need of intervention is the use of Google Sheets to track diagnostic testing data and progress. An example of this is the Multi-Tiered System of Supports (MTSS) Headquarters used to track/monitor our scholars in need of tiered intervention. This tracker includes data from all internal benchmarks, semester math and/or reading scores, and tutoring attendance/participation. For our English Learners, the English Language Development (ELD) Course Gradebook spreadsheet is provided monthly to STs. STs can check Lexia Dashboard for usage and progress. This monthly report provides an ongoing assessment of the progress made by each EL scholar enrolled in the ELD Course that utilizes Lexia online curriculum.</p>	<p>2022-23 MTSS Headquarters  <a href="#">2022-23 Screenshots of Overall CCS Usage, Progress and Progress by Usage</a>  <a href="#">EL Guidesite link</a>            ELD Course Gradebook</p>
<p>Department, division, leadership, and cabinet teams meet weekly or biweekly to discuss needs, strategies, and growth for schoolwide progress toward our mission. All staff collaborative opportunities are also available in meetings such as the All Staff Retreat and In-Service Days. These are some of the effective methods in which all staff come together to discuss, collaborate, and share ideas about scholar learning across all programs at Compass. The Superintendent's Town Halls are another of the</p>	<p><a href="#">Cabinet Notes</a>  <a href="#">Oct 2022 In Service Day</a>  <a href="#">September 2022 Town Hall Recording Workplace -</a></p>

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<p>many ways that leadership brings the Compass staff together to share accountability updates regarding scholar learning. The Town Halls are also a time to ask questions, so staff can better support scholar learning. The Superintendent also posts a weekly update in Workplace to disseminate information to staff.</p>	<p><a href="#">Superintendent Weekly Update</a></p>
<p>Within Compass there are several existing systems for internal communication, planning, and resolving differences when necessary. For example, Workplace is an intranet platform used by all Compass staff so that they are made aware of shared responsibilities and all members of the staff can share updates. On a daily basis, employees are encouraged to partake in interactions with other employees over Workplace, Workplace/Google Chat, texting, phone calls, emails, Google Hangouts, and Zoom. We also utilize a Guidesite (Google Sites) as a central place for all procedures to be readily accessible.</p>	<p><a href="#">Guidesite screenshots</a> <a href="#">Workplace posts</a></p>
<p>Educational partners are regularly informed of both meeting times and agendas for the School Board of Directors. They are informed of any Board action through our newsletter and website as well as in the Superintendent Town Hall for staff and Superintendent Town Halls for learning coaches and scholars held throughout the year. A Superintendent Town Hall is held for each program. Educational partners are encouraged to participate through the Staff Advisory Committee (SAC), Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC), depending on their role, as well as through surveys, formal meetings, and informal meetings at events such as Coffee with Compass and field trips.</p>	<p><a href="#">PAC Minutes</a> <a href="#">SAC Minutes</a> <a href="#">SLC Minutes</a></p>
<p>Staff ensure that the analysis of scholar achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impacts the development, implementation, and monitoring of the single plan and the Local Control and Accountability Plan (LCAP) by creating performance goals that are in alignment with LCAP goals. LCAP goals are collectively created using input from the Superintendent and CEO, Cabinet members, directors, staff, families, and the board. The LCAP provides the framework for gathering resources as needed to support all scholars, maintains compliance for programs that support critical learners, and supports the planning and implementation of resources and supports as set forth by the LCAP. Scholar performance data and work samples are collected to assist in guiding any future decision-making processes. In weekly Cabinet minutes, information is recorded for what each department completed that week and the actions are specified by which LCAP goal they contribute to. Each department/division and the organization as a whole have Wildly Important Goals (WIGs) that we are working towards and reporting progress on periodically. The school's staff continue to attend professional learning to gather information on best practices.</p>	<p><a href="#">Academic Division Initiatives and Lead Measures 2022-23</a> <a href="#">Cabinet Minutes</a> <a href="#">June 2022 College &amp; Career Data Profile Summary (LA)</a> <a href="#">LCAP Goals</a> <a href="#">Online Learning</a> <a href="#">Personalize Learning Plan (PLP) K-8</a> <a href="#">Operations Dept WIG goals</a> <a href="#">Options Program</a> <a href="#">Personalized Learning Plan (PLP)</a> <a href="#">Professional Development</a> <a href="#">Calendars</a></p>



#### A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

##### Indicators

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>Compass Charter Schools (Compass) utilizes a competency-based hiring process for all employee positions. All open positions are posted on EdJoin.org as well as on our website. Once hired, new employees go through mandatory training consisting of mandated state reporting, harassment training, and blood borne pathogen training as assigned by Human Resources as part of a comprehensive onboarding process. New hires are required to meet with HR for new hire orientation.</p>	<p><a href="#">Competency Based Hiring</a>  <a href="#">Edjoin.org</a>  <a href="#">Employment Opportunities</a>  <a href="#">Gallagher Risk Control Training</a>  <a href="#">Training</a></p>
<p>Professional learning opportunities are provided to all staff. Each year, employees participate in the annual All-Staff Retreat as well as calendared In-Service Days. Additionally, staff have ample opportunities to attend various workshops and conferences to support an employee's growth plan. Learning Experience Pathways are incorporated during the school year as flexible groupings to convene and provide educators with the skills and tools needed to build a scholar-centered learning environment. Staff also have the opportunity to attend Western Governors University (WGU) through a partnership with Compass to earn a bachelors or masters degree.</p>	<p><a href="#">Growing your Mindset</a>  <a href="#">Compass Pathway Overview</a></p>
<p>New staff participate in department training to learn the systems and processes used within each position. The school employs a process whereby new staff members are paired with experienced staff to provide appropriate orientation for</p>	<p><a href="#">Compass Guidesite</a>  <a href="#">New Hire Orientation</a>  <a href="#">Slide Deck</a></p>

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<p>all job responsibilities. Additionally, there are departmental “101” training sessions within our YouTube library and department guidebooks that employees can reference. In addition, job shadowing can be included in the onboarding process.</p>	<p><a href="#">Training Schedule Template</a>  <a href="#">Staff Workshop Youtube Channel</a></p>
<p>All staff are provided an Employee Handbook that contains the written policies and guidelines of Compass. Department meetings and daily communication from administration (through email and Workplace) communicate operational practices, decision-making processes, and relationships between leadership and staff. All staff have a clear understanding of written policies. Performance evaluations are housed in the Growth and Development Plans.</p>	<p><a href="#">Academic GDP</a>  <a href="#">Email Etiquette</a>  <a href="#">Employee Handbook</a>  <a href="#">General GDP</a>  <a href="#">Guide Site</a>  <a href="#">Manager GDP</a>  <a href="#">Staff Workshop</a>  <a href="#">Youtube Channel</a></p>
<p>The Annual All Staff Retreat provides several days of training for departments, divisions, and the entire staff in August. Throughout the year, all staff have access to Alludo.com, which is an online self-paced teacher professional learning and staff training system. Ongoing professional learning is driven by staff input, leadership recommendations, and the instructional leadership who meet to discuss and guide professional training related to instruction. The Staff Advisory Committee provides input for staff professional learning as well. Using budget resources, staff members are able and encouraged to attend professional learning opportunities in their particular areas of interest and work, as well as conferences by organizations that support personalized learning.</p>	<p><a href="#">Alludo.com</a>  <a href="#">Alludo Professional Training</a>  <a href="#">October All Staff In-Service Day</a>  <a href="#">Wellness for Educators</a></p>
<p>Once staff members attend professional learning opportunities, they are asked to present a brief summary of their learning to their peers. If Leadership finds that specific topics need to be presented to appropriate divisions, departments, or smaller teams, the staff member shares his/her knowledge. Surveys and anecdotal data will be used to determine the effect of professional learning development on scholar achievement.</p>	<p><a href="#">Cabinet Minutes</a>  <a href="#">Paper Notes</a></p>

### A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

#### Indicators

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning:** The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

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**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Using the Compass Charter Schools (Compass) Mission, Vision, and Values, the school's resources are allocated to meeting our Local Control and Accountability Plan (LCAP) Goals: Increase academic achievement in core academic subjects, increase scholar and parent engagement/involvement, increase college and career readiness for scholars, and ensure that at-promise scholars are making progress toward earning a high school diploma. Compass also offers school funded learning activities such as field trips, workshops, and subscriptions.</p>	<p><a href="#">Counseling Services</a>  <a href="#">Engagement Events</a>  <a href="#">Calendar</a>  <a href="#">LCAP</a>  <a href="#">Website Calendar</a></p>
<p>Compass ensures that all funds are allocated equitably to ensure that the scholars have appropriate curriculum, materials, and support. In the Online Learning program, funds are allocated to the purchase of curriculum, computers, scholar support services, special education, and engagement. However, to help support learning in the Online K-5 program, supplemental learning materials are utilized and incorporated within the asynchronous courses and during live, synchronous instruction. In the Options Learning program, each scholar is offered Educational Support Funds, which are managed in partnership with the supervising teacher (ST) assigned to the scholar. The learning coach (parent or legal guardian) is responsible for choosing approved vendors, curricula, and other materials required for scholar learning with guidance from the ST. In addition, Compass requires that 25% of Education Support Funds are used for core subject curriculum; the remaining 75% can be used towards an array of learning materials and classes. The Community Providers Department manages the budget for each scholar and submits purchase orders to the Finance Department for payment after services are rendered.</p>	<p><a href="#">Approved Vendors List</a>  <a href="#">Community Providers</a>  <a href="#">Guidesite</a>  <a href="#">Finance/Budget</a>  <a href="#">Allocation Resources</a>  <a href="#">Finance Reports</a>  <a href="#">Online K-5</a>  <a href="#">Supplemental Material</a>  <a href="#">Kit list</a></p>
<p>In the Options Learning program, Education Support Funds are allocated to scholars' individual annual budgets. This process begins with a Family Order Agreement which simply clarifies learning coaches' responsibilities regarding orders. Learning coaches submit requests for services and materials that will best suit their scholars' particular needs, which are then uploaded into the school's procurement system. The orders are verified by the credentialed ST. It is then verified again and fulfilled by the Community Providers Department, who submits the purchase orders to the Finance Department. Materials are shipped directly to the scholars. Non-consumable materials are returned to the Compass Central Office in Thousand Oaks, CA and made available for other scholars to use as necessary through the Curriculum Locker. Additional resources are also received and distributed to scholars in the Special Education Department in alignment with their IEP.</p>	<p><a href="#">Family Order Agreement</a>  <a href="#">Options Learning Program</a></p>
<p>Compass follows processes and best practices established by the state of California and our authorizing districts in developing the annual budget, conducting audits, and</p>	<p><a href="#">2020-21 Audit</a></p>

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<p>at all times, conducting Compass school business in a transparent and compliant manner. The Compass budget is developed using both analytical data and financial needs, while also taking into consideration year over year growth in enrollment. Audits are conducted by Christy White Associates, in partnership with Compass' back office provider, Charter School Management Corporation (CSMC). The expertise of CSMC is a critical component in developing the Compass budget, fiscal operations, and financial management.</p>	<p><a href="#">2021-22 Audit</a>  <a href="#">2022-23 Budget</a>  <a href="#">Compass Financial Services</a></p>
<p>Our Engagement Department focuses on planning events for all Compass scholars to create the opportunity for peer engagement and in-person interaction with Compass and fellow scholars. Events are vast, varied, and participation by all Compass staff is encouraged.</p>	<p><a href="#">Engagement Events Calendar</a>  <a href="#">Field Trip Photos</a>  <a href="#">End of Year Celebrations</a>  <a href="#">Engagement Offerings Explained</a>  <a href="#">Scholar Clubs</a></p>
<p>Compass has a robust computer loan program for all Online scholars that wish to take advantage. The Information Technology (IT) Department provides technical support to all staff and scholars as well as IT Helpdesk support using an online ticket submission system. Options scholars have the choice to use their Educational Support Funds to purchase a computer. Compass also offers Internet Service Fee reimbursement for those families that request it.</p>	<p><a href="#">Computer Loan Application</a>  <a href="#">Computer Loan Information.</a>  <a href="#">Internet Reimbursement Form</a>  <a href="#">IT helpdesk</a>  <a href="#">IT Technical Support</a></p>
<p>Compass staff have regular access to professional learning opportunities throughout the year. The opportunities include an annual in-person All-StaffRetreat, virtual staff-trainings, two In-Service Days per school year, and opportunities for continued education and certifications. In addition to school wide initiatives, all staff have the opportunity to request professional learning by providing information to their department director for review that includes how Compass will benefit from their participation and how they will share what they learn with the Compass staff.</p>	<p><a href="#">Compass Learner-Centered Leadership Academy</a>  <a href="#">In-Service Day</a>  <a href="#">Professional Learning Calendar</a></p>

### **A6. Resources Criterion [Charter Schools only]**

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

#### **Indicators**

**A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:** The school regularly involves educational partners in the review of its long-range plan/capital needs (and other

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resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

**A6.2. Regular Accounting and External Audit Procedures:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.3. Processes for Implementation of Financial Practices:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**A6.4. Budgeting Process — Transparency:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.5. Adequate Compensation, Staffing, Reserves:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

**A6.6. Marketing Strategies:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning. Inform the public and appropriate governmental authorities about the financial needs of the organization.

**A6. Prompt:** Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>Compass Charter Schools (Compass) regularly reviews its long-range plans for the Local Control and Accountability Plan (LCAP) goals with support from all departments. Our LCAP goals are created by inviting all educational partners to participate in the process of departmental review and goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. Our 2022-23 goals are as follows: Increase scholar academic achievement in core academic subjects, increase scholar and parent engagement/involvement, increase college and career readiness for scholars, and ensure that at-promise scholars are making progress toward earning a high school diploma. Our budget reflects these goals. In addition to the LCAP, Compass provides regular opportunities for educational partners to give input and feedback. For learning coaches (parents or legal guardians), these opportunities include, but are not limited to, our Parent Advisory Council (PAC), Scholar Leadership Council (SLC), quarterly Parent Town Hall meetings, annual Planning Survey, and Options and Online connection meetings. For staff and STs, opportunities include monthly meetings, professional learning sessions, annual satisfaction surveys, and direct access to senior staff via telephone calls, emails, and in-person meetings.</p>	<p><a href="#">Cabinet Meeting Minutes Framework for the Future LCAP</a></p>
<p>The Board of Directors meet quarterly, and all educational partners are informed of the agenda as per the Brown Act. Moreover, educational partners are welcome and invited to share their comments with the Board of Directors. During these regular opportunities for engagement, Compass encourages educational partners to comment on the strengths they see in the school and to comment on any areas of opportunity that Compass could focus on in operations, governance, fiscal, or academic performance. With this in mind, budgets will be set in advance at the end of each school year for the upcoming school year based on prior years’ expenses, estimated scholar enrollment, and educational partner input as related to long range goals.</p>	<p><a href="#">Board on Track Operations</a></p>

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<p>The annual external audit is conducted in accordance with-auditing standards. The audited financial statements follow all state guidelines including approval by the local board and submission to the authorizers, which is then sent to the county and state. Internal procedures and safeguards have proven to be generally accepted principles of accounting and audits. To ensure accountability by all personnel, Compass retains the services of Christy White Associates’ to provide the annual audit and assurance services, as well as the fiscal accountability and transparency. Christy White Associates’ is a member of the Association of International Certified Professional Accountants (AICPA) Center for Audit Quality. The services provided to Compass by Christy White Associates' include financial statement audits, compliance performance audits, and processing and submitting of all tax forms through internal audit services.</p>	<p><a href="#">AICPA</a>  <a href="#">Cabinet Meeting Minutes</a>  <a href="#">Christy White Associates</a>  <a href="#">Financial Services</a></p>
<p>While preliminary financial operations are completed by our Finance Department, Compass also works collaboratively with Charter School Management Corporation (CSMC) to ensure financial transparency and compliance. In addition, accountability measurements are in place for all departments.</p>	<p><a href="#">CSMC</a></p>
<p>The Superintendent &amp; Chief Executive Officer (CEO) is authorized by the Board of Directors to enter into contracts up to \$100,000.00. Contracts valued in excess of the \$100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, Compass performs its due diligence and requires three competitive bids for all services provided.</p>	<p><a href="#">Board Policy Manual</a></p>
<p>Compass has implemented a standing Finance Report offered to the Board of Directors. The Board meeting minutes are posted on BoardonTrack, while links to BoardOnTrack are on our calendar, and other links can also be found on the Board of Directors page of the school website.</p>	<p><a href="#">Compass Board of Directors</a>  <a href="#">Compass Master Calendar</a>  <a href="#">Compass Twitter</a></p>
<p>Financial reports include a breakdown of revenues identified by source and details regarding the amounts spent for certain expenditure categories, such as: employee salaries and benefits, books, supplies, equipment, contracted services, other operating expenses, and capital outlay. Compass also provides additional financial information about beginning and ending fund balances, required reserves, and amounts spent from certain state and federal funding sources. The following dates indicate report updates:</p> <ul style="list-style-type: none"> <li>● On or before December 15: Interim report reflecting changes through October 31.</li> <li>● On or before March 15: Interim report reflecting changes through January 31.</li> <li>● On or before September 15: Final audited report for the prior year.</li> </ul>	<p><a href="#">Compass Financial Services</a></p>
<p>Compass staff are appropriately compensated in regards to both salary and benefits. We are competitive with other virtual public schools. Compass meets all requirements and/or exceeds all state mandated laws on compensation for credentialed staff. Compass staff receive health benefits covered up to \$950/ month</p>	<p><a href="#">2022-2023 Academic Calendar</a>  <a href="#">2022-23 Benefits Open Enrollment post on</a></p>

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<p>per eligible employee including medical, dental, vision, life, accidental and long term disability insurance. Compass offers full-time (11-month and 12-month staff) employees eighty (80) hours of accrued sick time per year, and year round employees accrue both sick time and vacation time. All staff receive one week off for Fall Break, roughly two weeks off for Winter Break, and one week off for Spring Break. Classified staff receive the last week of June off. Compass follows a semi-monthly pay period calendar.</p>	<p><a href="#">Workplace 2022-23 CCS Employee Handbook</a></p>
<p>Compass apportions a yearly budget to implement marketing strategies to support charter growth. The school has contracted with Charter School Capital to provide marketing expertise to drive awareness, increase enrollment, and build communities for Compass through strategic advertising and research. The Community Relations Coordinator is responsible for external relations and internal communications including sponsorships, social media sharing and management, graphic production, marketing campaigns, and press releases.</p>	<p><a href="#">Charter School Capital</a> <a href="#">Compass Blog</a> <a href="#">Compass Newsroom</a></p>
<p>A Budget Update Presentation is provided by the Chief Operations Officer at each Board of Directors meeting. Within this presentation are revenue and expense updates. The presentation itself can be found within each board packet, as well as the Financial Services section of our website. Throughout the course of the year, budgets, budget updates, audited financial statements, unaudited actuals, and other funding information are presented to the board during their regularly-scheduled meetings. The information is also posted on our website as part of the board meeting packet, on our Financial Services page, and is shared with our authorizers.</p>	<p><a href="#">Board on Track</a> <a href="#">Compass Operations</a></p>
<p>The Compass Board of Directors has adopted a policy of maintaining the fund balance in the Charter Management Organization and distributing cash to the individual charters through an automated system of Due to/Due from accounts. We make a transfer at the end of each fiscal year to ensure each charter has a fund balance reserve of no less than 10% of Operating Expenses. This means that we do not expect a large increase or decrease in fund balance as it will always be 10% of operating expenses at the end of the year.</p>	<p><a href="#">2022-23 Operating Budget</a> <a href="#">Financial Reports</a></p>
<p>Compass ensures that the allotted budget is used effectively. All spending is shared in the monthly meetings and tracked accordingly. The LCAP was developed by inviting all educational partners to participate in the process of goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. The LCAP is scaffolded year to year, which will allow for reflection and revision in the future.</p>	<p><a href="#">Compass LCAP</a></p>

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.\*

### Areas of Strength

1. Clearly stated and easy access to Mission and Vision Statements, LCAP Goals, Core Values.
2. Governance - continually updating policies aligning with the changing landscape of laws affecting charter schools.
3. Regular meetings of the Board of Directors, school leaders, and educational partners to ensure alignment with moving forward with school mission, vision, values, Local Control, and Accountability Plans, budget updates, and Scholar Learner Outcomes.
4. Refining systems and procedures to maximize output, increase scholar achievement, and continue growing as a school
5. Brown Act compliant

### Areas of Growth

1. Continue to develop communication tools for scholars and families to understand academic standards
  - List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)
  - List any additional identified student learner needs that resulted from the Focus Group analyses.
  - In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to
    - Analyze what areas within the schoolwide action plan/SPSA need to be addressed
    - Identify important next steps within the schoolwide action plan/SPSA.

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\*The summary information will be used for Tasks 4 and 5.

## **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

### **Indicators**

**B1.1. Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.4. Integration Among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.5. Community Resources and Articulation and Follow-up Studies:** The school engages with



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community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Compass Charter Schools (Compass) is a certified Advancement Via Individual Determination (AVID) program. The program supports a school-wide culture built on college and career readiness to close the achievement gap by engaging scholars in academic rigor as well as college and career exploration opportunities for scholars in grades K-12. While typically found at brick-and-mortar schools, Compass is proud to be among a select group of personalized learning programs to offer AVID. AVID school-wide offers families an innovative and data-driven academic approach to personalized learning programs. The AVID program has developed several opportunities for scholars, such as guest speakers, AVID Field Trips, College and Career Exploration Projects, weekly articles, and quarterly newsletters. Compass implements AVID at the middle and high school levels to increase college and career readiness. College and career readiness curriculum is implemented through multiple modalities. The high school program also includes support programs such as California College Guidance Initiative (CCGI) and concurrent enrollment options for scholars.</p>	<p><a href="#">AVID</a>  <a href="#">AVID@Compass Guide Site</a>  <a href="#">AVID Framework</a>  <a href="#">Personalized Learning Plans</a></p>
<p>Compass plans STAR Renaissance and California Assessment of Student Performance and Progress (CAASPP) results data analysis meetings to evaluate the need for educational research to support instruction. STAR assessment data is used to determine scholar intervention needs in mathematics and reading. Supervising teachers (STs) use STAR assessment data to help drive instructional planning and support Options families to focus on scholar learning goals. Included as a Tier 1-3 support is the Renaissance online learning program, Freckle. Freckle includes standards based lessons in mathematics, reading, social studies, and science. Scholars are encouraged to work in Freckle daily. Scholars who were identified through the dyslexia screening assessment through STAR also have the online learning platform Lalilo and have daily usage goals to meet their individualized learning needs.</p>	<p><a href="#">CAASPP Website - Online Practice and Training Tests</a>  <a href="#">Freckle guidesite page</a>  <a href="#">Renaissance</a>  <a href="#">Renaissance STAR assessment guide site page</a></p>
<p>Since 2020-21, Lexia has been used as the designated English Language Development (ELD) curriculum for all designated English Learners (EL) to target English language proficiency skills. Core5 is used for grades TK-5 and PowerUp for grades 6-12. In 2022-23, Lexia English has been adopted for supporting our Newcomer/Emergent scholars. Progress in these programs is incorporated into EL scholar learning goals.</p>	<p><a href="#">Lexia</a>  <a href="#">Lexia English Research based Information</a>  <a href="#">Lexia Pedagogy</a></p>
<p>Scholars enrolled in the Online Learning program use Accelerate Education as their primary curriculum. Accelerate Education, an established and reputable online curriculum provider, offers a variety of skills that prepare scholars for college and career. Accelerate Education provides a curriculum that is rigorous, engaging, and</p>	<p><a href="#">Accelerate Education Website</a></p>

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<p>aligned to Common Core Standards for math and English Language Arts (ELA), California State Standards for Social Sciences, and Next Generation Science Standards (NGSS) for Science instruction. Online STs are able to use tools to customize learning for scholars of different learning styles. All scholars enrolled in the online program use the Accelerate Education curriculum.</p>	
<p>Online elementary school STs provide daily live virtual learning labs that incorporate current teaching strategies for content, social-emotional learning (SEL), and physical education. The elementary school Online Learning program ST's recognize the importance of college and career readiness and support this area by implementing a rigorous curriculum with opportunities for project-based learning.</p>	<p><a href="#">Online K-5 Learning Lab Schedule</a></p>
<p>Online middle school STs provide weekly live virtual support to grades 6-8 learners. They are targeted supports for each subject area course. Scholars in each grade level are able to engage in daily live opportunities for physical education and core content support. Opportunities for homeroom and AVID support are also provided by the Online STs weekly. To further support scholars, STs provide Q&amp;A sessions for one on one and small group supports.</p>	<p><a href="#">Online 6-8 Learning Lab Schedule</a></p>
<p>Online high school STs provide weekly targeted live support sessions for the core content classes, foreign languages, and electives (including AVID, Health, and PE). Q&amp;A support for the courses is also available weekly. College and Career Readiness opportunities are built into the weekly schedule to provide opportunities for high school scholars to work with the counseling team. The Compass online high school science courses; Biology, Chemistry, Physics, and Physical Science have required science wet labs (synchronous and asynchronous) and are UC A-G approved. At least 20% of class time in high school science courses include teacher-supervised, laboratory activities that are directly related to, and support, the other class work that involve inquiry, observation, analysis, and write-up of investigations consistent with the practices of the scientific field. ST supervision may be synchronous or asynchronous. Each lab is designed with the intention of developing the scientific "habits of mind" that are reflected in recent national initiatives and in keeping with the ideals of National Science Association and NGSS presentations of effective science pedagogy. The labs are ethically based and respect for life forms is observed.</p>	<p><a href="#">Online HS Course list</a> <a href="#">Online HS Learning Lab Schedule</a></p>
<p>To support school-wide learning outcomes, Accelerate Education curriculum provides report features for all scholars in grades K-12 STs to track progress and grade averages. Allows STs to target intervention and specific support for scholars, both academically and behaviorally.</p>	<p><a href="#">Accelerate Education - Personalized Learning</a></p>
<p>For the Options Learning program, Compass offers a variety of curriculum choices through the Community Providers list. STs collaborate with scholars and learning coaches (parents or legal guardians) to carefully select core curriculum, instructional materials, and classes/services that are aligned to CA state standards. During connection meeting discussions, STs and learning coaches work together to select a rigorous and standards-based curriculum for each subject that matches the scholar's learning style. Standards-aligned curriculum choices are noted on each scholar's</p>	<p><a href="#">Community Providers List</a> <a href="#">Curriculum Reference Guide</a> <a href="#">Options Program</a> <a href="#">Options Guidesite - Curriculum</a></p>

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<p>Personalized Learning Plan (PLP) once approved by the ST. Using the PLP as a guide, STs implement a variety of tools and strategies to meet the individual needs of scholars and ensure they are on the path to graduation.</p>	
<p>For Options high school scholars, Compass offers two pathways for taking A-G approved courses. One is through Google Classroom, which includes independent study and project-based courses. Scholars have access to subject-area credentialed STs and opportunities to engage in weekly live instruction via Online Learning Labs and Q&amp;A sessions. Scholars must complete a final project at the end of the course. The second A-G pathway for Options scholars is taking A-G courses in Accelerate Education through the online program. Options scholars use instructional funds to pay \$300 per course and are able to take up to three courses plus an AVID elective each year. Midterms and final exams for these courses are proctored by the Online ST.</p>	<p><a href="#">Compass Options A-G GuideSite Information</a>  <a href="#">Options A-G High School Courses</a>  <a href="#">High School Options Course List</a></p>
<p>The Orange County Learning Center (OCLC) provides science and social studies curriculum to Compass Charter Schools of San Diego Options scholars in grades K-8 who elect to enroll in the two-day per week program. OCLC STs plan hands-on, interactive, engaging lessons based on a scope and sequence that changes every year following a four-year cycle. All lessons are teacher-created and are based on CA State Standards, NGSS standards, and current educational research, such as the 5 E's (Engage, Explore, Explain, Elaborate, and Evaluate) for science instruction and authentic learning tasks.</p>	<p><a href="#">OCLC</a></p>
<p>The Options team reviews surveys, S.T.A.R Renaissance results, California Assessment of Student Performance and Progress (CAASPP) results, scholar assignments, anecdotal information gathered from connection meetings, and report card collaboration documents to evaluate the need for educational research to support instruction and for maintenance of the Options instructional program. STs have access to the Options Program Curriculum Reference Guide to enhance their own knowledge about the various curriculum choices and to help learning coaches select the best options for their scholars. It is important to note that the reference guide does not include all curriculum choices available at Compass, rather, it highlights the most widely-used curricula. During Options team meetings, coordinators and STs analyze data, share trends, and discuss best practices to support instruction.</p>	<p><a href="#">Options Program</a></p>
<p>Additionally, recent research supports the need to address Social Emotional Learning (SEL) and equity in the classroom. The entire Academic Services Division attended a workshop on integrating SEL strategies to promote equity in the classroom, and support materials and resources were made accessible for use during live synchronous instruction.</p>	<p><a href="#">SEL and Equity workshop</a></p>
<p>Changes to Compass's Online Learning curriculum providers are evaluated through a committee of administrators and instructional staff. The process is managed by the Director of Online Learning. Curriculum providers are interviewed and test accounts are made available for evaluation with the use of a rigorous curriculum evaluation rubric. Instructional staff and administrators examine the different programs and</p>	<p><a href="#">Online Learning Program</a></p>

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<p>make recommendations. A pilot program may be used if changes to the curriculum are being considered.</p>	
<p>Grading policies for Compass scholars are outlined in the scholar handbook. Elementary school uses a 4-point scale of 4-Exceeds, 3-Meets, 2-Nearly Meets, and 1-Does Not Meet, while middle and high school uses the traditional A, B, C, D, F scale. A (90-100%), B (80-89%), C(70-79%), D (60-69%), F (59% or below). Compass graduation requirements are outlined in the scholar handbook. The requirements are: 40 credits English, 20 credits Science, 30 credits History/Social Science, 30 credits Mathematics, 10 credits Foreign Language, 10 credits Visual &amp; Performing Arts, 20 credits Physical Education, 5 credits Health and 55 credits Electives.</p>	<p><a href="#">Online Program Handbook</a>  <a href="#">Options Program Handbook</a></p>
<p>Compass offers an A-G approved course list to fulfill the 15 subject requirements for UC/CSU minimum admission requirements. Compass also offers college board approved AP English courses as well as Honors level courses that add academic rigor via the Online Learning Program.</p>	<p><a href="#">Online Course List</a></p>
<p>In addition, Compass offers 22 self-authored A-G approved project based courses under the Options Program. These courses are designed for scholars who prefer to utilize traditional textbooks or other non-digital learning materials in their college preparatory work.</p>	<p><a href="#">Options Course List</a></p>
<p>Compass offers a Concurrent Enrollment Program to support scholars in pursuing college level coursework within the California community college system. Scholars can earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression towards a college degree.</p>	<p><a href="#">Concurrent Enrollment Policy</a></p>
<p>There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college-and career-readiness indicators or standards. The Online Learning high school courses are A-G College Board approved. Further, the Accelerate Education online curriculum courses have been reviewed for quality accuracy, and rigor and are approved by Quality Matters. Each of the Online STs at Compass holds live sessions at least one time per week for all subject areas, in addition to question and answer sessions where scholars can bring any questions they have and receive individualized support. Learning labs are real time, live sessions for direct instruction and engagement in core classes. Q&amp;A's are real time sessions that offer 1:1 and small group targeted support. Within these live "Learning Lab" sessions, STs at Compass facilitate real-world applications of lesson content, require scholar interaction with the lesson individually and in groups, require scholar presentations to their peers, and conduct multiple formative assessments tied to standards. These Learning Labs are scholar-centered and data-driven, and focus on using AVID based strategies to empower scholars to engage meaningfully in standards-based content.</p>	<p><a href="#">High School learning lab schedule</a>  <a href="#">K-5 Learning Lab Schedule</a>  <a href="#">Middle School learning lab schedule</a></p>
<p>STs supporting the Options scholars, hold daily synchronous instruction for grades TK-3. They also hold weekly synchronous instruction for scholars in grades 4-12. During these sessions, STs facilitate learning and participation from scholars by providing standards based instruction. STs also utilize Personalized Learning Plans to</p>	<p><a href="#">Live Synchronous Instruction</a>  <a href="#">Personalized Learning Plans</a></p>

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<p>assign standards each month and to show and document the evidence that scholars are learning these standards. In addition, scholars upload videos and assignments showing learning into Seesaw on a monthly basis.</p>	
<p>Scholars in all grade levels use the STAR assessment for diagnostic testing and designing scholar support; STAR testing and lessons are aligned with the Common Core Standards for math and English Language Arts. STAR Renaissance places scholars in support groups based on their diagnostic performance. Scholars identified as needing intervention are invited to weekly 30 minute math and/or reading tutoring sessions provided by program-specific tutors to help address skill gaps. Scholars in all grades are provided intervention and support through Freckle.</p>	<p><a href="#">Freckle guidesite page</a>  <a href="#">Renaissance STAR assessment guide site page</a></p>
<p>A Multi-Tiered System of Supports (MTSS) framework has been implemented to encompass Response to Intervention (RTI), Social Emotional Learning (SEL), and Positive Behavior Interventions &amp; Supports (PBIS). Under the MTSS umbrella, SEL is driven through monthly themes, including monthly presentation workshops presented by the Online Scholar Success Coordinator and a Counselor. The Scholar Success Coordinator provides SEL warm-up activities for the Online ST to use during learning labs in conjunction with the monthly theme. Options STs share monthly activities with learning coaches and scholars during their connection meetings that can be incorporated into daily instruction. STs also include SEL warm-up activities during their daily and weekly synchronous instruction time.</p>	<p><a href="#">High School Learning Lab Schedule</a>  <a href="#">Middle School Learning Lab Schedule</a>  <a href="#">Monthly SEL Resources</a>  <a href="#">Elementary Learning Lab Schedule</a></p>
<p>Compass has several opportunities available to scholars to enjoy building additional skill sets and social experiences through Compass clubs, including but not limited to: arts, crafts, cooking, Genders &amp; Sexuality Alliance, LEGO, Minecraft, National Honor Society, Virtual Field Trips, and more. The Engagement Team provides numerous opportunities for in-person field trips and online extracurricular activities.</p>	<p><a href="#">Scholar Clubs</a></p>
<p>Scholars enrolled in the Options Learning program often choose a Project Based Learning Approach. Project Based Learning (PBL) is a teaching method in which scholars learn by actively engaging in real-world and personally meaningful projects. Options scholars customize their curriculum via the extensive approved Community Providers list.</p>	<p><a href="#">Community Providers</a></p>
<p>The Compass Counseling Services Department provides a comprehensive school counseling program that empowers all scholars to reach their fullest potential and promotes success by focusing on academic achievement, social/emotional development, and college career readiness.</p>	<p><a href="#">2020-21 Annual Report Counseling Services</a>  <a href="#">2021-22 Annual Report Counseling Services</a></p>
<p>Compass predominantly handles its own external communications and marketing. Compass did recently outsource to Charter School Capital to help grow the Online Learning program. The Outreach Coordinator regularly signs up for and staffs events that allow for the school to market to specific groups. Some examples of locations for marketing events are: local fairs and festivals. Additionally, the Outreach Coordinator schedules, hosts, and staffs Virtual Info Sessions. The Outreach Coordinator also establishes connections with local/community coordinators and event organizers for future event collaboration. Furthermore, the Community Relations Coordinator facilitates partnerships for Compass to be featured and</p>	<p><a href="#">2022-23 Virtual Information Sessions</a>  <a href="#">PBS Spotlight</a>  <a href="#">OC Parenting Magazine - September OCLC Ad</a></p>

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<p>advertised in local publications and public broadcasting television stations. Additionally, Compass has done community service projects such as making pet toys for local animal shelters, making paracord bracelets for veterans, and local scholar-selected community service projects for National Honor Society.</p>	
<p>Scholars are scheduled for a planning meeting with their counselor to discuss their 4-year plan and credit review each year. During this meeting, they are asked about their post-graduation plans so that the counselors can support them and ensure they are enrolled in appropriate courses. In addition, seniors are scheduled for an individual 'Senior Transition Meeting' with the College &amp; Career Readiness Counselor to discuss post high school plans and appropriate next steps based on meeting post secondary goals.</p>	<p><a href="#">Academic Outlook Template</a>  <a href="#">Senior Transition Meeting Template</a></p>
<p>The Counseling Services Department administers a senior exit survey to all graduating scholars as well as a counseling services scholar survey to scholars in grades 6th-11th to obtain feedback on their Compass experience. This data is reviewed annually to determine strengths and areas for improvement with the direct and indirect services provided to all scholars through the Counseling Services Department.</p>	<p><a href="#">Counseling Services Senior Exit Survey</a>  <a href="#">Scholar Survey</a></p>

**B2. Equity and Access to Curriculum Criterion**

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Indicators**

**B2.1. Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

**B2.3. Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

**B2.4. Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

<b>Findings</b>	<b>Supporting Evidence</b>
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<p>Compass Charter Schools (Compass) provides graduation status and academic review meetings that are scheduled throughout the school year, and scholar records are reviewed when a scholar starts at Compass. As part of the individualized planning process, each senior is scheduled for a transition meeting during the fall term with the College &amp; Career Readiness Counselor. These sessions provide access and awareness of college/career options and financial resources. In alignment with AB 469, scholars have access to Californiacolleges.edu to support accessing information and completing their financial aid applications.</p>	<p><a href="#">Academic Planning with Example Four-year Plan</a>  <a href="#">Academic Planning with Example Four-year Plan</a>  <a href="#">College and Career Planning Padlet</a>  <a href="#">Counseling Senior Transition Meeting Template</a></p>
<p>Additionally, high school scholars have the opportunity to enroll in courses at their local community college through the concurrent enrollment program. Scholars earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression toward a college degree.</p>	<p><a href="#">Concurrent Enrollment Policy</a></p>
<p>The Counseling Services Department delivers a variety of college and career readiness sessions/topics through learning labs, small groups, and vlogs. The College &amp; Career Success (Compass) Cafe are monthly sessions with structured lessons that focus on college/career awareness and readiness skills for each grade level 4-12.</p>	<p><a href="#">CCS Counseling Guidesite (Learning Labs)</a></p>
<p>The Counseling Services Department offers a targeted small group, Ready to Launch, for high school scholars. These sessions are delivered three times a week covering topics to help scholars prepare for life after high school. The curriculum utilized in these sessions aligns with Advancement Via Individual Determination (AVID) standards, promotes peer-to-peer connections, incorporates virtual college visits and support as scholars move towards post high school goals.</p>	<p><a href="#">CCS Counseling Guidesite (Small Groups)</a></p>
<p>Compass has a robust Engagement Department that facilitates field trips to a variety of locations sparking interest in a myriad of professions. Scholars experience careers such as zookeeping, candy-making, biology, farming, museum guiding, and more. Additionally, the Engagement Department offers virtual field trips, workshops, scholar clubs, and assemblies which also expose scholars to unique careers and fields of study.</p>	<p><a href="#">Engagement Calendar</a>  <a href="#">Engagement Offerings</a>  <a href="#">Engagement Scholar Clubs</a></p>
<p>Scholars in grades 6-8 are enrolled into the four content areas (English, math, social science, and science), Physical Education, and they also select an elective aligned with California standards. For grades 6-12, when creating course schedules, scholars choose courses through a collaborative effort between scholar, learning coach (parent or legal guardian), and counselor. Compass also offers Accelerate Education courses under the Online Learning program that are A-G approved, and has approval in each of the content areas. The A-G courses are considered academically challenging, involving substantial reading, writing, problem solving, and laboratory work, as appropriate. A-G courses offer opportunities for scholars to show serious attention to analytical thought processes, factual content, and develop scholars' oral and listening skills.</p>	<p><a href="#">Learning Labs and Small Groups</a>  <a href="#">A-G High School Courses</a>  <a href="#">Online High School Course Catalog</a>  <a href="#">Transition Section of Procedural Guide (SPED)</a></p>

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<p>Compass’ Online scholars use Accelerate Education as the digital curriculum provider. This curriculum is not only rigorous and engaging, it is aligned to Common Core Standards for math and English Language Arts, California State Standards for Social Sciences, and Next Generation Science Standards (NGSS) for Science instruction. It also provides flexibility to fit into the scholars’ schedules and provides a variety of course options for scholars to choose. The Online STs provide further assistance through customization of individual courses that include video tutorials and additional support materials. These videos and support materials foster context and real world application of course content. Additionally, Online STs provide assistance through Learning Labs and Q&amp;A sessions that allow for further scholar engagement. Online STs also have the ability to create alternative assignments and assessments when needed, which provide further enrichment within their courses as well as individualized pacing plans to all scholars that consider start and end dates. This provides scholars with a plan for success. Accelerate Education curriculum also provides report features for middle and high school STs to track progress and grade averages. These reports enable teachers to target intervention and specific support for scholars, both academically and behaviorally.</p>	<p><a href="#">High School learning lab schedule</a>  <a href="#">K-5 Learning Lab Schedule</a>  <a href="#">Online ST Guidesite-Connecting with Families</a>  <a href="#">Middle School learning lab schedule</a></p>
<p>Options scholars have access to rigorous, relevant, and coherent curriculum through hands-on curriculum opportunities tailored to individual scholar needs and interests. With access to over 423 vendors offering materials, classes, and programs to meet the needs of every type of learner, this wide range of materials and services allows each scholar to choose subjects they are interested in that promotes a love of learning. Service vendors are offered throughout the scholars’ geographical area so that they are easily accessible. Options high school scholars have access to up to three online courses, which are also A-G approved and all scholars have access to curriculum that can be used in real-world applications. For example, Compass’ list of vendors includes courses in cooking, coding, aviation, music, robotics, technology, and many more! This helps prepare scholars for their academic and career goals. Academic goals are set for scholars and progress is evaluated during monthly meetings between the ST and learning coach. STs also offer synchronous instruction daily for grades TK-3 and weekly for grades 4-12. Additionally, the Options Learning program provides ST-led academic workshops throughout the year in a variety of subjects for scholars to hone their skills. Compass also has a Curriculum Developer and two grading support STs along with Online STs and content experts who offer support. Weekly live instruction is provided by the ST. Overall, this individualized curriculum approach allows scholars to meet or exceed the grade-level standards.</p>	<p><a href="#">A-G High School Courses</a>  <a href="#">Approved Community Providers List</a>  <a href="#">Live Synchronous Instruction</a></p>
<p>For scholars needing additional academic support, Compass offers tutoring based on a scholar’s STAR benchmark score. Scholars are classified as at/above 40, below 40-on watch, below 25-intervention, and below 10 urgent intervention. Compass provides a Multi-Tiered System of Supports (MTSS) framework to identify scholars who need Tier 2 and Tier 3 support and create a system of supports/interventions as needed. Scholars at the intervention and urgent intervention levels are offered small group tutoring sessions. Freckle is available as a resource for additional individual</p>	<p><a href="#">Compass Academic Support</a>          MTSS Headquarters</p>



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<p>skills practice and is aligned with STAR scores. Scholars work within their instructional level and the program adapts as scholars learn. Tutors and STs can also assign Freckle tasks to scholars to target specific skills shown as areas for improvement. Scholar scores and MTSS information is communicated with counselors to provide an avenue of communication to make sure scholars are on track to meet graduation requirements.</p>	
<p>Counseling Core Curriculum is delivered via live, recorded, virtual Zoom sessions. Counselors host learning labs weekly to provide lessons on various academic, college/career, and social-emotional topics. The counselors provide counseling in small groups through multiple sessions a week for middle school (Morning Starter) and high school (Ready to Launch) to discuss options for after high school.</p>	<p><a href="#">CCS Counseling Guidesite (Learning Labs)</a>  <a href="#">Counseling Services Go To Guide</a></p>
<p>Scholars in grades 6-12 benefit from being assigned to a school counselor based upon the alpha of the scholar's last name. The counselors provide direct services in the areas of academic advisement, instruction through small groups/learning labs, and social emotional counseling. In addition, indirect support is also provided in the areas of collaboration, consultation and referrals to outside community services.</p>	<p><a href="#">Counseling Office Guidesite</a></p>
<p>At Compass collaboration between learning coaches, scholars and staff occurs while developing and monitoring a scholar's Personal Learning Plan (PLP) to include college and career readiness goals. Learning coaches and scholars are given the opportunity to be involved from the time of enrollment. They are contacted by their ST, who they meet with during the learning period and are in constant communication throughout the semester. PLPs are utilized as a collaboration tool between the learning coaches, scholars, and STs. This allows the team to choose the best fit curriculum and activities for each scholar in the Options Learning program and course progress monitoring in the Online Learning program. The learning coaches, scholars, and STs communicate using multiple methods throughout the Learning Period such as zoom meetings, email, text, daily live instruction, and other sources of communication. The STs also use a variety of research based strategies and interventions to support the scholars' academic progress and success.</p>	<p><a href="#">Personalized Learning Plans</a>  <a href="#">Options Program Handbook, MMU emails, PLP's</a>  <a href="#">Parent Action Plan: 9th Grade</a>  <a href="#">Parent Action Plan: 10th Grade</a>  <a href="#">Parent Action Plan: 11th Grade</a>  <a href="#">Parent Action Plan: 12th Grade</a></p>
<p>The Online Learning program uses Accelerate Education as the online Learning Management System (LMS) and curriculum. Accelerate Education provides standards-based, rigorous courses that utilize various modalities to target multiple learner styles and needs. Further, Accelerate Education courses can be customized to target scholar needs, provide assignment and assessment choice, and implement various accommodations to personalize learning. The scholars in both the Online and Options Learning programs are able to choose A-G University preparation coursework and receive support during weekly Learning Labs and ST Q&amp;A sessions. Through a collaboration with the LCs, STs and Counselor, the scholars in grades 6-12 choose their courses. Classes are hosted through Google Classroom websites and are available for scholars to continue the curriculum with academic support. Another option for scholars to participate in A-G approved courses is by enrolling in Accelerated Education courses. All Online high school scholars are enrolled in these courses. In addition, scholars in the Options Program can choose to take up to three</p>	<p><a href="#">Accelerated Education AE Learning Coach Support</a>  <a href="#">A-G course list</a>  <a href="#">California public universities entrance requirements</a>  <a href="#">Online High School Course Catalog</a>  <a href="#">Online Learning Scholar Handbook</a>  <a href="#">Online High School classes through</a></p>

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<p>(3) Accelerate Education courses to meet this A-G requirement. These are academically challenging courses that meet the college preparation course requirements and challenge the scholars in reading, writing, problem solving and laboratory skills. The courses also develop analytical thinking, factual content, and oral and listening skills.</p>	<p><a href="#">Accelerate Education (AE).</a>  <a href="#">Supervising Teacher Counseling Support Document</a>  <a href="#">Training and support Zoom rooms for A-G courses</a></p>
<p>A number of services to facilitate scholar transitions to college, career, and post-secondary high school options are provided through the Counseling Services Department through live, recorded virtual sessions, and information links. Counseling lessons are delivered via live, recorded virtual sessions. The lessons are delivered by counselors during weekly learning labs to help scholars attain the desired competencies and to provide all scholars with the knowledge, attitudes and skills in the areas of academic, college career readiness and social emotional development. Informational links for college and career planning, including virtual college visits and career information, are available on the Counseling Services padlet.</p>	<p><a href="#">Counseling College and Career Padlet</a>  <a href="#">Counseling Services Virtual Office</a>  <a href="#">Learning Labs and Small Groups on Counseling</a>  <a href="#">Learning Labs and Small Group on Guidesite</a>  <a href="#">Virtual Office</a></p>
<p>Compass’ weekly Monday Morning Updates includes college and career readiness information in the Counseling Services section. This includes relevant information like available scholarships, SAT and ACT testing dates and registration information, college application information and resources, information about special programs available to scholars, upcoming college fairs, and more.</p>	<p><a href="#">Parent Square MMU Link</a></p>
<p>A virtual celebration called “Decision Day” (May 2, 2023 for the 2022/23 school year) is hosted by the Counseling Services Department for celebrating graduating seniors who have made the commitment to continue their education after high school and attend a university, community college, other educational institution, training program, or enlist in the military.</p>	<p><a href="#">Newsletter Decision Day 2022</a></p>

**ACS WASC Category B. Curriculum  
 Summary, Strengths, and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.\*

**Areas of Strength**

1. A cohesive Multi-Tiered System of Supports (MTSS) framework provides academic supports to address identified scholar needs, monthly social-emotional activities, and ongoing Positive Behavioral Intervention and Support (PBIS).
2. Advancement Via Individual Determination (AVID) supports are provided to implement research-based instructional strategies. Live learning lab sessions provide

the opportunity for supervising teachers (STs) to implement these strategies. Scholars apply AVID strategies cross-curricularly in their courses for reinforcement and increased academic achievement.

3. All scholars have equal access to curriculum and are provided support by a counselor to develop a personalized learning plan in meeting graduation requirements and to ensure scholars are graduating college career ready.

4. English Learner (EL) curriculum (Lexia Core 5, Lexia English, and PowerUp) provides appropriate support for EL scholars to continue improving their fluency.

5. Scholars are given real-world applications to expand their learning, challenging curriculum to develop their learning, and choice of electives to ensure a holistic learning experience.

6. Scholars at Compass have access to a robust offering of A-G approved courses, whether written by CCS STs or through Accelerate Education.

### Areas of Growth

1. Scholars need access to math curriculum and resources that address both remediation and enrichment. As math content mastery continues to be an area of growth for Compass' scholars, we want to continue to engage scholars on various levels to make adequate and meaningful progress.
2. Ensure all scholars have access to grade level appropriate materials, as indicated by our personalized learning plans (PLP), and that these materials are connected to grade level standards that are identified on the PLP.
3. Provide rich curriculum offerings for scholars of varying skill and proficiency levels; using culturally relevant and rigorous content to engage high achieving scholars as well as those who are identified as "On Watch" via our STAR Assessment benchmarks.
4. Working with Learning coaches on using skill and grade level appropriate materials for scholars with IEPs and 504s.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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\*The summary information will be used for Tasks 4 and 5.

## Category C: Learning and Teaching

### C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

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### Indicators

- **C1.1. Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work as **evidenced by** observations of students working and the examination of student work.

**C1. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence. (to be completed after updating findings)

Findings	Supporting Evidence
In the Online Learning program, scholars use Accelerate Education, a standards-based curriculum for all scholars. The curriculum is tailored by each content area supervising teacher (ST) to personalize for our scholars and increase rigor when needed. Scholars progress through modules and lessons that outline objectives and identify specific learning skills. Lessons include key concepts that are presented through learning opportunities in videos and activities. Formative assessments are given throughout the modules to check for understanding and scholars take a summative assessment at the end of each module. STs revisit areas that the scholars may have struggled with during live instruction and use tier 1 and 2 supports for scholars that are at risk. In the Options Learning Program, learning coaches (parents or legal guardians) have the choice of a wide variety of standards-based curricula and supports that are implemented by a highly qualified credentialed ST. The curriculum is provided through numerous school-approved vendors and is personalized for the scholars' learning styles and learning coaches' pedagogical approaches.	<a href="#">Accelerate Ed</a> <a href="#">Example of lesson aide tools presented to scholars</a> <a href="#">Sample of teaching strategies suggestion to Options family</a>
STs support learning coaches in a variety of instructional strategies that allow effective learning in the home environment and ensure the scholar's needs are met. Learning coaches, scholars, and STs work together to choose an appropriately rigorous, grade-level curriculum that is personalized for each scholar. Through the use of the Personalized Learning Plan (PLP), STs and learning coaches in both programs collaborate during monthly connection meetings (similar to a Parent-Teacher Conference) to review scholars' progress on grade-level standards. Scholars present their learning during the connection meetings, and STs assess progress on assignments, provide feedback, and apply tier 1 and 2 support for struggling or at-risk scholars.	<a href="#">AE video showing parents how to monitor scholar progress</a> <a href="#">Options Connections Meeting</a>
In both programs, the curriculum is supplemented through direct instruction by highly qualified credentialed STs. STs craft lessons that include tier 1 supports to address scholar needs based on data from progress monitoring and assessments. STs add strategies during direct instruction in Learning Labs and Q&A sessions to allow scholars to apply their learning in small group activities, online 2.0 collaboration tools, such as Nearpod, and independently guided support. Classes use online tools, such as Nearpod, easel, Flipgrid, and padlet to reinforce and practice standards. Additionally, Compass scholars have access to a variety of online resources and applications that help meet individual learning needs and ensure steady progress and growth.	<a href="#">Middle School Learning Lab Schedule</a>
STs implement activities, projects, and lessons that provide scholars opportunities	<a href="#">Sample PLP with scholar</a>

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<p>to choose and direct their learning based on their own backgrounds, cognitive abilities, and interests. STs build relationships with scholars and families by getting to know their interests, hobbies, strengths, and areas of opportunity. This information can be gathered using web-based surveys and during connection meetings. Offering scholars agency to implement these strategies bridges the gap between the content scholars are learning and their own lives to make the learning meaningful and relevant. This can be done by connecting lessons to future professions, addressing learning gaps to prepare scholars for assessments required for a future career or college entry, and using data to better prepare scholars to develop entry-level skills required for future careers such as note-taking, organization, and presentation. Scholars also have access to a wide range of supplemental curricula to differentiate learning in the form of free subscriptions, STs Pay STs (TPT) materials, Seesaw, Generation Genius, and Freckle-targeted lessons. In addition, all high school scholars have access to Paper.co for homework and writing assistance, and 24/7 online tutoring through Paper.Co.</p>	<p><a href="#">needs and interests</a> <a href="#">Choice Board</a></p>
<p>A Multi-Tiered System of Support (MTSS) is in place to support all scholars. Tier 1 support is offered to all scholars through Q&amp;A sessions, clubs, subscriptions, supplemental resources, curriculum assistance, synchronous instruction, and SeeSaw lessons for reinforcement of certain standards and concepts. Tier 1 includes all general education instruction held in various subjects for all grade levels. These can include regularly scheduled grade-level subject-specific synchronous learning labs, or specialized workshops offered to support a range of skills necessary for scholar success.</p>	<p><a href="#">Bonus Math Support</a> <a href="#">Group invitation</a></p>
<p>Scholars qualified to receive Tier 2 and Tier 3 support are offered additional interventions using synchronous online small group or one-on-one tutoring sessions. Scholars qualify for Tier 2 and 3 support based on data gathered through diagnostic assessments and observations by their instructional staff and learning coaches. Tier 2 supports include tutoring, Freckle lessons, subscriptions, more curriculum and strategy support for learning coaches, ST-offered lessons, or learning coach(es) training. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. Tier 3 supports are offered through tutoring (small group or 1:1), changing curriculum, and additional meetings with ST for targeted support to address specific needs.</p>	<p>MTSS Headquarters Online Data Sheet identifying scholars in need and tracking tiered supports <a href="#">Supplemental Supports</a></p>
<p>Scholars are invited to attend tutoring with support staff if they are identified as being “intervention” or “urgent intervention” based on beginning and middle of the year STAR Renaissance benchmark assessment scores. Tutoring sessions are guided by data provided through district assessment (STAR Renaissance), the session’s intervention tool (Freckle or Lalilo), and ST observations and grade data. All tier 2 and 3 academic support (ie. MTSS Supports, English Language Development (ELD) tutoring, online tutoring) have identified goals that address specific areas of need. Scholars in math and reading tutoring use informal formative assessments, such as exit tickets to demonstrate an understanding of the “focus skill.” If scholars do not score 70% or higher, tutors revisit the lesson</p>	<p><a href="#">Bonus Math Support</a> <a href="#">Group invitation</a> Online Data Sheet identifying scholars in need and tracking tiered supports</p>

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<p>and scholars retake the assessment until mastery is achieved. Tutors and resource specialists connect learning by providing opportunities for scholars to engage in reflective lessons on “purpose” and how skills they learned will apply in “real life.” Support sessions meet, at minimum, one day a week for thirty minutes. Scholars are encouraged to spend 90-minutes a week in academic support (live session and within the intervention tool–Freckle or Lalilo) in addition to regular ST direct instruction.</p>	
<p>Scholars who are designated English Learners (EL) are enrolled in the English Language Development (ELD) Course, a 5 credit Pass/Fail Course that utilizes Lexia online curriculum. The Lexia curriculum consists of Core5 for grades TK-5, PowerUp for grades 6-12 and Lexia English for grades TK-12 Newcomer/Emergent scholars. Lexia curriculum is aligned to California ELD Standards and provides explicit, systematic, personalized learning on critical reading and language skills to accelerate development and provide differentiated instruction for each scholar. STs, EL Tutors and the EL Coordinator monitor EL progress and usage within Lexia assigned classrooms and may appropriately assign skill builders to support mastery of skills if further support is needed. To further support the ELD Course and to prepare EL scholars for the Summative English Language Proficiency Assessments for California (ELPAC) that is administered annually from February 1st-May 31, EL scholars are invited to synchronous group sessions offered by the EL tutors. Groups are organized by language level such as emergent, intermediate and advanced in order to offer targeted support. These sessions primarily focus on listening, speaking, reading and writing in order to provide further support towards English language acquisition. EL tutors use informal formative assessments such as exit tickets and group activities both written and oral to demonstrate an understanding of the “focus skill.” These synchronous EL group sessions meet (at minimum) twice a week for 30 minutes. EL tutors also offer weekly office hours and 1:1 and/or targeted small group sessions for EL scholars who need additional support. In addition to the support provided by the English Learner Support team, STs provide integrated ELD in content area subjects.</p>	<p><a href="#">2022-23 Screenshots of Overall CCS Usage, Progress and Progress by Usage</a>  <a href="#">Academic Support Dept. ELD Data Updates</a>  <a href="#">March 2022 Academic Support Department ELD Data</a>  <a href="#">Department June 2021 ELD Live Support Schedule</a>  <a href="#">EOY C &amp; I Data Reporting ELD</a>  <a href="#">Guide used by EL Tutors to offer scaffolding during lessons for ELs</a>  <a href="#">Guidesite with ELD Course Resources</a>  <a href="#">November 2020 Curriculum &amp; Instruction ELD Department Data Evidence</a>  <a href="#">Lexia English Research based Information</a>  <a href="#">Lexia Pedagogy</a>  <a href="#">September and December 2021</a>  <a href="#">Sample 9-10th grade lesson sample for EL Tutoring includes Exit Ticket</a>  <a href="#">Sample Second grade lesson sample for EL Tutoring includes Exit Ticket</a></p>

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	<a href="#">Sample Second grade Lesson</a> <a href="#">9-10 Sample activity for Writing Prompts</a>
<p>Compass Charter Schools (Compass) ensures that special populations of scholars are also supported to engage in relevant and challenging work by implementing programs to bridge the gap and lower any barriers that may be preventing the achievement of English Learners, scholars with 504s and Individualized Education Program (IEPs). Scholars with IEPs are supported through the Special Education Department. The supports vary depending on scholar needs, but they may include Specialized Academic Instruction (SAI), collaboration meetings with support teams, and any additional services provided by specialists such as Speech Pathology and Occupational therapy. Scholars attend SAI support sessions in a regular manner focused on goals outlined in the scholar’s IEP. Education Specialists collaborate with STs to ensure implemented supports are effective and address the needs of the scholar.</p>	<p>504 End of Month Check-In Data for Scholar Progress  <a href="#">SPED Teacher Input Form</a>                  Structured routine for SPED scholar</p>
<p>STs use online tools that provide opportunities for scholars to engage in discussion by using online collaborative tools such as Padlet or Pear Deck to build community to ensure scholars are connected to the larger school community and to their peer groups. Scholars engage in Social Emotional Learning (SEL) activities that are focused on developing strategies for identifying and managing difficult situations effectively in school and emotional regulation. SEL strategies are purposefully taught to all scholars and may focus on topics, such as how to engage with one another in the online environment and are evident in classroom rules and policies to ensure a safe and nurturing learning environment for all scholars.</p>	<p><a href="#">Lesson in PearDeck</a>  <a href="#">SEL Nearpod Lesson</a></p>

**C1.2. Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

<b>Finding</b>	<b>Supporting Evidence</b>
<p>Scholar progress toward academic standards is assessed in a variety of ways at Compass Charter Schools (Compass). By using multiple modalities, scholars can demonstrate learning and receive feedback for improvement. The school uses both qualitative and quantitative data to assess the levels of scholar achievement throughout the school year and communicate these performance levels to scholars and learning coaches (parents or legal guardians) by sharing and discussing the importance of assessment data in connection meetings held throughout the school year. Some of the information Compass uses includes subject grades, district-wide benchmark assessment results, and state assessment scores. Scholar performance levels are shared and discussed during monthly connection meetings and communicated through the learning coach dashboard and email.</p>	<p><a href="#">ELD Progress Email</a>                  STAR Assessment Data  <a href="#">Options Connection Meeting Guidelines</a></p>

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<p>In addition, one resource used by both the Online and Options Learning programs is the district benchmark assessments completed by scholars using Star Renaissance. Benchmark assessment data is analyzed by the STs to better facilitate the achievement of learning goals for scholars. Also, the data from these exams are used to place scholars in online tutoring sessions based on their intervention tier level and to suggest resources to support scholars in need of intervention or acceleration. The Options Learning program uses the data from these assessments to suggest curriculum and enrichment resources such as our Compass intervention programs, to scholars who may need additional help. Progress monitoring using Star Renaissance occurs at the beginning, middle, and end of the year. Based on diagnostic and mid-year results, scholars identified as having skill gaps are invited to intervention tutoring and/or resource groups for math and/or reading. STAR Renaissance scores and progress are reviewed in connection meetings throughout the year and used to drive learning.</p>	<p><a href="#">Star Data from scholar PLP</a></p>
<p>Both Options and Online STs provide timely and targeted feedback to scholars that are individualized to fit the needs of each scholar and are aimed at helping scholars grow in their academic goals and learning. Feedback is given during weekly live instruction, as well as during monthly parent-teacher conferences or connection meetings. Scholars and learning coaches have access to grade-level content standards on the scholars' Personalized Learning Plan (PLP) as well as in assigned curriculum that clearly establish expectations and achievement goals. In both our Options and Online Learning programs, scholars are required to integrate reading, writing, exploration, and practice on a regular basis.</p>	<p><a href="#">Grade Level Content Standards</a>  <a href="#">Monthly Connection Meeting</a>  <a href="#">Seesaw</a>  <a href="#">Work Assignments</a>  <a href="#">PLP</a></p>
<p>The scholars in the Online Learning program are given lessons in Accelerate Education. These lessons have been created based on state standards. The standards are included in each of the Accelerate Education lessons. Included in the lessons are small activities to help them check for understanding. There are also assignments that are required in the lessons that contain a viewable rubric. They need to follow the assignment directions and the rubrics to ensure they have completed the assignments correctly. Grades and feedback are added to the Accelerate Education system so that the scholars can view their grades and the ST comments in their grade books to see how well they understood the objectives. STs also provide verbal instructions for the online assignments during live synchronous instruction. At this time, the ST will review objectives, and assignment details, and at times provide scholar choice on how they can submit the assignments. The scholar's progress and the school's academic expectations are discussed during the monthly connection meetings so the scholars know what areas they need to improve in. Positive feedback is also expressed when the scholar is successfully completing grade-level assignments, as given in the Accelerate Education curriculum.</p>	<p><a href="#">Accelerate Education instruction-6th grade Assignment directions in Accelerate Education Check for understanding activities</a>  <a href="#">Directions during Live synchronous ELA</a>    <a href="#">Standards in Accelerate Education curriculum Grades and Feedback in PLP form-Monthly Connection Meetings Rubrics in Accelerate Education.</a></p>
<p>Scholars in the Options Learning program work with their credentialed ST and their</p>	<p><a href="#">PLP form-Monthly</a></p>



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<p>learning coach to craft a program that is both authentic and challenging while being personalized for the scholar's own abilities, passions, and future aspirations. During monthly connection meetings, the scholar's current course progress and performance are discussed and progress is noted on the scholar's PLP. In both programs, course grade data is derived from formative and summative assessments and course progress to determine the current level of achievement. STs review submitted assignments using learning management systems and utilize online constructive feedback tools to provide targeted feedback based on progress toward mastery of grade-level or content area standards. Learning coaches and scholars are provided with progress reports throughout the school year to monitor scholars' progress. In addition, accommodations or modifications are taken into consideration for those scholars who have a 504 or an IEP.</p>	<p><a href="#">Connection Meetings</a>  <a href="#">Data sheet with modifications and accommodations</a>  <a href="#">Seesaw</a>  <a href="#">School Pathways</a></p>
<p>During direct instruction, scholars are prompted to demonstrate their understanding of key concepts. Lessons developed and implemented during direct instruction identify grade-level standard-based objectives and/or essential questions and scholars are guided to make connections between prior learning and new knowledge presented. ST-provided notes and outlines are used throughout the school and used to articulate standards and objectives. Moreover, end-of-unit reviews provide scholars guidance in preparation for end-of-term assessments. In both learning programs, timely and constructive feedback is provided on work submitted to communicate missed concepts and provide additional opportunities for scholars to learn key concepts. Learning is extended with asynchronous learning opportunities that allow scholars to collaborate using online collaboration tools and discussion boards, and are encouraged to create their own study guides to summarize and make connections between what they are learning during direct instruction, in the curriculum, and their own lives.</p>	<p><a href="#">Math Guided Notes</a>  <a href="#">Unit Review Lesson</a></p>
<p>Scholar progress monitoring occurs through monthly connections meetings that include the ST, scholar, and learning coach for the purposes of reviewing the scholar's submitted body of work. Scholar progress is documented monthly on the scholar's PLP shared with the learning coach and used as a planning and communication tool. Additional assessment of the scholar's process is monitored through the administration of district-wide internal benchmark assessments. Internal assessment data is used by the STs to identify areas of need and any gaps in a scholar's learning which can be addressed through targeted tier 2 and 3 interventions during tutoring lessons, direct instruction, and by assigning remediation lessons in the school's intervention program. Moreover, instructional teams discuss the implications of assessment data in weekly team meetings and in small teacher teams throughout the school year.</p>	<p><a href="#">Personalized Learning Plan</a></p>
<p>Middle and high school scholars work in conjunction with the Counseling Services Department to ensure scholars are meeting graduation requirements and are prepared for life after high school. Middle and high school scholars have an</p>	<p><a href="#">Data Conversations doc (meeting with counselors and STs)</a></p>

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<p>assigned school counselor that collaborates with learning coaches and scholars to map out four-year high school plans and to connect with each scholar to review and discuss the scholar’s plan for meeting graduation requirements. They also discuss opportunities to engage in college and career-readiness standards. Compass has a designated college and career readiness counselor who regularly conducts live instruction on topics such as concurrent enrollment, building a resume and post-graduation options in addition to the other supports that are included in weekly counseling labs. Additionally, school counselors share individual Academic Scholar Outlooks that include a credit check, updated 4-year plan, and academic review with A-G completion.</p>	
<p>To ensure Compass scholars are prepared for university-level rigor, all high school scholars are given the option to pursue the A-G path. The Online Learning program has adopted an A-G-approved curriculum for all high school subject courses. Options Learning program scholars may also choose to take A-G-approved courses using curriculum from one of our approved vendors, which includes using the adopted Online Learning program curriculum or the self-authored Compass A-G courses. Direct instructional support is offered to scholars participating in the A-G path via synchronous Online Learning Labs, Q&amp;A sessions, and/or tutoring sessions by highly qualified credentialed STs. Some examples of the support offered to A-G scholars include introductory meetings with scholars and learning coaches to review A-G course expectations and help with navigating the online curriculum, needed materials, and available supports, such as creating a course pacing calendar, reviewing course rubrics, and discussing final projects. There is ongoing communication with the scholar and learning coach to check on course progress and to offer additional support. This is documented on the scholar’s PLP. STs go over these supports during monthly parent-teacher conferences and adjust supports as needed with communication with the whole learning team.</p>	<p><a href="#">High School learning lab schedule</a>  <a href="#">PLP A G Scholar Support Pacing Guide A G</a></p>
<p>To further support rigor and college readiness Compass has implemented and become an Advancement Via Individual Determination (AVID) Certified Site. AVID instructional strategies focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) support to increase scholar achievement in all of their courses. The AVID Elective course focuses on fundamental learning, organization, and collaboration strategies. Our AVID Engagement course focuses on college and career readiness opportunities and activities to explore post-secondary pathways. Moreover, scholars that need more individual support can attend the ST Q&amp;A time, attend tutoring, or request a 1:1 session with their ST.</p>	<p><a href="#">AVID- Engagement and Scholar Voice Sample Lesson</a>  <a href="#">AVID Sample Scholar Lesson on Focused Notetaking</a></p>
<p>Scholars identified as English Learners have progress and performance levels assessed and communicated in a variety of ways, including in assessments such as the English Language Proficiency Assessments for California (ELPAC), through formative assessments, and by using strategic lesson design that includes research-based English Language Learning strategies, differentiated instruction, and</p>	<p><a href="#">2022-23 Screenshots of Overall CCS Usage, Academic Support Dept. Curriculum &amp; Instruction Department June 2021</a></p>

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<p>communicating expectations. Lessons are implemented in English learner-focused synchronous online learning labs and levels of performance are communicated during parent-teacher conferences and by sharing and analysis of scholar progress grades in the school English Language Development curriculum.</p>	<p><a href="#">ELD Data</a>  <a href="#">ELD Department Data</a>  <a href="#">Evidence</a></p>
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**C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

All STs use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage scholars and emphasize creative and critical thinking skills and applications.

**Indicators**

- **C2.1. STs as Facilitators of Learning:** STs facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Compass Charter Schools (Compass) supervising teachers (STs) prioritize scholar learning and work to stay up-to-date on what they are teaching and the tools they use in our instruction. During their regularly-scheduled department meetings, they collaborate on the use of tiered support, lessons, and assessment types to promote the effectiveness and relevance of our instructional teams. The STs provide personalized experiences and strategies within our two academic programs in order to meet the diverse needs of all our scholars.</p>	<p><a href="#">2022-23 Tiered Reengagement &amp; Truancy Process</a>  <a href="#">Compass Subscription</a>  <a href="#">Freckle</a>  <a href="#">My Lexia</a>  <a href="#">Renaissance</a>  <a href="#">STAR Assessments</a>  <a href="#">Teaching Resources</a></p>
<p>The Online Learning program includes the use of an online curriculum and on-and off-line activities as part of the virtual learning environment STs create for their scholars. Our Online STs oversee the completion of their scholars’ daily online lessons, which are interactive, involving reading and responding to the material, answering questions related to what they are learning about, and trying some practice problems to check for understanding. Online STs support these lessons by inviting scholars to live instruction sessions. To accommodate the individual needs of our scholars, the Online Learning program also uses technology to engage with scholars by allowing them to participate in activities asynchronously by using web 2.0 collaboration tools. They also provide recordings to scholars who are unable to attend their live instruction sessions.</p>	<p><a href="#">Example 1st grade sight words activity</a>  <a href="#">Online Elementary Choice Board</a></p>
<p>The Options Learning program offers scholars a wide selection of standards-based curricula using a variety of pedagogical approaches to ensure the curriculum being</p>	<p><a href="#">8th Grade Assignments for LP4</a></p>

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<p>used is tailored to each scholar’s needs. Scholars can choose to utilize texts, materials, and/or community provider services to personalize their academic experience. Well-versed in the academic requirements of each course, in the variety of options available, and in the needs of their scholars, Options STs meet with each scholar and learning coach (parent or legal guardian) at the beginning of each semester to collaborate and select appropriate grade-level subject curricula to fit the scholar’s needs and learning styles. Options STs continue to meet with their families individually throughout the year to discuss current scholar learning goals and academic progress and to provide additional support where needed. These meetings also guide scholars toward their career goals by using strategies such as backward mapping and goal setting.</p>	<p><a href="#">PLP Template 1st Grade Sample Scholar Goal Sheet</a>  <a href="#">Vendor List</a></p>
<p>Both our Online Learning program and our Options Learning program STs offer engaging daily or weekly (depending on grade level) live sessions to our scholars in our virtual classrooms. STs utilize digital tools available to them and are continually learning how to incorporate new ones, meeting regularly with colleagues to collaborate on new technological ideas and engage in professional learning on pedagogical approaches and differentiated instruction. Consequently, STs utilize a variety of strategies including video integration, peer collaboration, guided instruction, flipped lesson planning, and breakout rooms (cooperative learning groups in virtual instruction) to drive instruction and learning. They guide scholars through learning activities that are designed to increase scholar engagement and to allow scholars to demonstrate their learning in a variety of ways and settings by using web-based platforms embedded in lessons, such as Seesaw, Freckle, Jamboard, Nearpod, Kahoot!, Peardeck, Padlet, Flipgrid, Quizizz, Google Suite tools, and Zoom tools. Some Advancement Via Individual Determination (AVID) strategies have also been adapted to the virtual classroom and utilized regularly by STs.</p>	<p><a href="#">Options Live Sync Lesson 3rd-5th Grade - Ecosystems</a>  <a href="#">Options Live Sync Lesson for MS/HS - Dichotomous Key</a></p>
<p>All Compass STs use various coaching strategies to facilitate learning for all scholars as individuals. Scholars meet with their ST regularly to review and discuss progress, goals, areas of need, and areas of growth. This gives the opportunity for scholars who are underperforming or disengaged to work with their ST to also create goals and implement tiers 1 and 2 supports tailored to meet the individual needs of the scholar. STs also coach scholars and learning coaches to use organizational and learning supports, such as calendars, binders, and daily agendas. Internal benchmark assessment data can also be discussed during these connection meetings to support the identification of learning gaps and implement support to address the gaps. In order to facilitate communication during these meetings, STs seek to establish a collaborative relationship built on trust.</p>	<p><a href="#">Progress tracking on PLP Online 6-8 Go to Guide</a></p>
<p>In addition, all of the academic departments at Compass continually participate in training based on research-based trends and developments in technology, curriculum, and subject-matter instruction through collaboration, professional</p>	<p><a href="#">Compass Professional Development Day Fall 2022</a></p>

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<p>learning opportunities, and independent study. For example, Compass is a certified AVID school site for our Online high school program, and AVID strategies have been embedded through lessons and instruction. Consequently, scholars have been instructed in AVID’s WICOR learning strategies, and Compass sends a team to attend yearly AVID training to ensure we are current with researched-based instructional methodologies. These methodologies include teaching career readiness skills such as using the google suite tools and digital citizenship.</p>	<p><a href="#">Skill Checklist - Google Certified Educator Level 1</a> <a href="#">Digital Citizenship</a></p>
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- **C2.2. Creative and Critical Thinking:** All scholars demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
<p>Compass Charter Schools (Compass) implements a wide variety of curricula and supports in order to personalize instruction for our scholars. Due to the unique nature of our school, scholars have access to a wide variety of resources and learning tools beyond the online setting and textbooks in their day-to-day learning. Consequently, scholars who are traveling, working, experiencing homelessness, etc. do not need to miss a single day of schooling when they are enrolled at Compass.</p>	<p><a href="#">Sample live online lessons</a></p>
<p>Our scholars engage in learning through assessments, inquiry, writing, projects, games, using online Learning Management Systems, working in small groups, and learning through real-world experiences. Consequently, Compass scholars regularly extend learning and higher-order thinking through personalization and amplified through real-life experiences. In addition to their curriculum and live instruction sessions, scholars have access to other instructional resources to further differentiate and enrich their learning, scholars can choose to utilize online subscriptions in addition to the assigned core curriculum. They can also participate in virtual workshops and clubs. We also provide opportunities for social interaction and group learning experiences in the form of staff-led workshops and school-sponsored field trips. With supervising teachers (STs) expertise and the options provided, we are offering a differentiated educational experience for each scholar that is tailored to their learning style, interests, and needs.</p>	<p><a href="#">Compass Engagement Offerings</a> <a href="#">Scholar Club Options</a></p>
<p>Critical thinking can be seen in our Online Learning program as elementary and middle school scholars access their main curriculum using the Accelerate Education Learning Management System (LMS) to engage with the subject matter, activities</p>	<p><a href="#">Elementary Choice Board</a></p>

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<p>and assessments. This is supplemented with additional resources including curriculum such as IXL to target conceptual learning, and differentiate and provide alternative skills practice. Lessons developed for direct instruction use resources from K-5 “Choice Board for Science/Social Studies” Project-based instructional design that focuses on the application of standards and critical thinking skills. In the Online high school scholars also access the curriculum through the LMS, however, this is supplemented with tutoring sessions and asynchronous collaborative office hours for additional support.</p>	
<p>In our Options Learning program, as new interests and questions arise, learning coaches (parents or legal guardians) in collaboration with their STs can incorporate, adapt and expand opportunities to extend critical thinking during monthly parent-teacher conferences, live instruction sessions, and scholar projects. Moreover, Options scholars demonstrate higher-level thinking and problem-solving skills in a wide variety of ways and in myriad settings. Options scholars work with their STs to create a curriculum that provides opportunities for scholars to demonstrate higher-level thinking and problem-solving skills, often including hands-on learning. Scholars can access their curriculum in a variety of ways including in-person classes with peers of the same age/grade, participating in group activities during direct instruction, engaging in online courses, or working through a college-level curriculum. The school has curricular options that focus on hands-on activity kits such as History Unboxed, Kiwi Crate, and Mel Science.</p>	<p><a href="#"><u>OCLC Science Assignment of collaborative learning and STEM assignment</u></a></p>
<p>During monthly parent-teacher conferences, scholars in both programs demonstrate higher-level thinking skills and problem-solving as they review topics and make connections between concepts they are studying. For example, a scholar may participate in a live, asynchronous online course in which they discuss literature in film while analyzing the roles of women in society or social injustices, or a scholar may participate in a course in which they learn coding to develop projects and troubleshoot errors in code. Also in our school’s Orange County Learning Center (OCLC) program scholars participate in a Science fair and history festivals throughout the school year. Our scholars have many opportunities to reflect on and assess their own work and growth.</p>	<p><a href="#"><u>Building a Battery Live Sync Plan</u></a></p>
<p>Although our Online and Options Learning programs have some unique differences, all Compass scholars regardless of grade or academic program engage in critical thinking opportunities in diverse learning environments using a variety of learning tools. For example, all scholars at Compass regularly engage in formative and summative assessments that demonstrate learning during direct instruction, independent learning online or pen and paper assignments they submit to their ST via Accelerate Education for our Online Learning program and SeeSaw for our Options Learning program. All scholars have opportunities to engage in academic discussions with their STs, learning coaches, peers, and Compass support staff such as tutors and education specialists.</p>	<p><a href="#"><u>Sample live online lesson</u></a></p>

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<p>In addition, all Compass scholars demonstrate learning through a variety of formal and informal assessments that take place throughout the year. Compass scholars engage in district-wide benchmark assessments three times a year to provide a snapshot of scholars' academic progress throughout the school year. These required standardized assessments are proctored using video conferencing tools such as Zoom to ensure testing accuracy. Assessment results are shared with STs and learning coaches and reviewed at parent-teacher conferences and in data digs during team meetings. Assessment data is used to establish tutoring groups based on those scholars needing intervention. Scholars have the option to learn in a variety of online tutoring options through Paper.co as well as in-school support offered through the Multi-Tiered System of Supports (MTSS) program.</p>	<p><a href="#">Evidence of an information check for understanding during synchronous instruction. (using annotation to fill in the blank about engineering)</a></p>
<p>Direct instruction also plays an important role in developing scholars' critical thinking skills at Compass. To ensure the effectiveness of live learning opportunities STs collaborate in teaching teams to help develop engaging curricula and projects. Compass has a wide variety of academic and social clubs such as the chess club, lego club, and the national honors society which give scholars opportunities to apply critical thinking skills in real-life situations. Moreover, Compass has a wide range of engagement activities that scholars can choose from that brings learning to life in the real world. Compass field trips offer scholars the chance to engage with their peers and learn through experiences in their community. Compass STs and support staff chaperone and help scholars make connections as they return to class and home. Daily and weekly direct instruction hosted by Compass STs and support staff are focused on developing academic skills to enhance teaching and learning at home.</p>	<p><a href="#">Compass Engagement Page</a>  <a href="#">Field Trip Calendar Nov</a>  <a href="#">Field Trip Calendar Dec</a></p>

- **C2.3. Application of Learning:** All scholars demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
<p>In both the Online and Options Learning programs, scholars access curriculum and lessons that are designed for scholars to use critical thinking and problem-solving skills. Scholars demonstrate this by completing assessments and projects in their coursework. Some examples of these opportunities include the presentation of information from digital media and collecting data using scientific tools such as barometers and anemometers for STEM-based projects. Scholars engage in simulations such as the “go on a cell field trip” to understand how cells function, or through the use of models. Scholars explore geography or understand the application of scientific laws by using web-based tools or returning to the basics by using home-based experiments to understand the day/night cycle, and seasons by</p>	<p><a href="#">2nd grade Science lesson at OCLC</a></p>

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<p>using spheres and a flashlight or demonstrate how craters are made in planets by conducting an experiment and dropping marbles into the sand and measuring the diameter and depth of the crater.</p>	
<p>Another way that scholars are able to extend and connect concepts learned in lessons is by engaging in activities, attending field trips, and using resources in their communities. All scholars have a variety of field trip opportunities that allow them to extend learning by experiencing hands-on learning. Field trips offer our scholars educational experiences to expand their knowledge of the world around them and discover their passions within a safe environment, where they can explore the real-life options available to them. By seeing real-life applications of concepts they study, scholars are more apt to gain a deeper understanding of what they are learning. Whether in person or virtual, Compass field trips connect scholars with peers and staff within our Compass community. Field trips are scheduled regularly throughout the year.</p>	<p><a href="#">Compass Charter Schools Calendar - ParentSquare Scholar Engagement Opportunities Nov 22- June 23</a></p>
<p>Scholars demonstrate higher-level thinking skills and problem-solving throughout direct instruction by interacting with their STs and classmates. During direct instruction, scholars apply concepts such as the scientific process to explore theories or use higher-level thinking skills. STs use a variety of instructional practices during direct instruction which includes Advancement Via Individual Determination (AVID) learning strategies. AVID inquiry and collaboration strategies guide scholars working independently or in small groups to analyze and solve tasks collaboratively. Using AVID discussion and debate strategies, scholars learn how to engage in debate to further explore topics related to class content. Online high school scholars participate in wet lab sessions that require individual and group problem-solving and inquiry. The AVID Program supports higher-level thinking in the middle and high school elective courses by engaging scholars in weekly tutorial sessions, teaching inquiry strategies such as Costas and Socratic Questioning, along with lessons that include philosophical chairs. AVID teaching strategies employed in classrooms schoolwide include focused note-taking, which teaches scholars fundamental academic skills that deepen learning by leading scholars through the focused note-taking process. This technique facilitates the processing of new information, making connections, and posing questions on academic topics.</p>	<p><a href="#">AVID AVID- Engagement and Scholar Voice Sample Lesson</a>  <a href="#">AVID Sample Scholar Lesson on Focused Notetaking</a>          Debate Work Sample</p>

- **C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<p>Our Counseling Services Department delivers college and career readiness lessons and activities using a self-authored curriculum and shared during the monthly</p>	<p><a href="#">AVID College &amp; Career AVID for Families</a></p>



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<p>‘College &amp; Career Success Cafe’ in the Counseling Learning Lab and the three times weekly ‘High School Ready To Launch’ group via Zoom. Lesson plans and American School Counselor Association (ASCA) standards are included in the Counseling Curriculum Binder. In these virtual sessions, school counselors present lessons on various topics in the areas of college and career readiness to provide scholars in grades 4-12 with the knowledge and skills appropriate for their developmental level. These Learning Labs are open to scholars and learning coaches (parents or legal guardians) and the topics are posted in the weekly school newsletter, the Monday Morning Updates (MMU). The topics contribute to the scholar’s overall preparedness for their future careers. Scholars have access to the Counseling Lab Calendar so they know each week’s topics and choose to attend the session relevant to their needs. The College &amp; Career Success Compass Cafe sessions consist of structured lessons that focus on college/career awareness and readiness skills for each grade level 4-12, including information on a variety of post-high school options, including university, and community college. Workforce, trade/technical programs, military, and gap years. Lastly, our Counseling Services Department provides resume help, career interest inventories, career information resources, application assistance, and community resources. Scholar ARTIC core values and Scholar Outcomes are displayed and referenced in every session.</p>	<p><a href="#">CCS Cafe</a>  <a href="#">College and Career Planning Padlet</a>  <a href="#">Counseling Learning Lab Calendar</a></p>
<p>Supervising teachers (STs) in both programs and across grade levels include college and career readiness lessons and activities in the lesson plans for direct instruction. These academic sessions include grade-level presentations, a review of graduation requirements, A-G offerings, college/career exploration resources, and activities. Direct instruction also allows for social-emotional learning lessons that focus on topics such as growth mindset, mindfulness/gratitude, self-care, compassion/empathy, emotions, and responsibility. For our youngest scholars, K-3 STs provide daily direct instruction that includes a beginning of the week check-ins, SEL lessons &amp; synchronous activity. Moreover, every scholar taking an A-G course has access to weekly office hours hosted by a qualified, credentialed ST in each of his or her subject areas.</p>	<p><a href="#">Fill my Bucket</a>  <a href="#">Jobs/Career Lesson</a>  <a href="#">SEL Warm Ups</a>  <a href="#">Synchronous Instruction</a></p>
<p>Compass Charter Schools (Compass) has adopted additional programs to support career preparation, such as Advancement Via Individual Determination (AVID), A-G pathways, counseling services, and concurrent enrollment. All of these programs further contribute to developing well-rounded scholars that are ready for future success in their careers. The AVID elective for middle and high school scholars and AVID instructional strategies for all scholars provide opportunities for scholars to engage with guest speakers who share personal experiences with their college and career journeys and provide motivation and examples of achievement for our scholars. Support is also provided for STs who implement AVID instructional strategies by embedding specific strategies within lessons and through direct instruction. Concurrent enrollment provides another opportunity for scholars to get</p>	<p><a href="#">AVID College &amp; Career</a>  <a href="#">AVID for Families</a>  <a href="#">AVID Lessons for Synch Classes</a>  <a href="#">AVID Elective</a>  <a href="#">AVID for Families</a>  <a href="#">CCS Cafe</a>  <a href="#">College and Career Planning Padlet</a>  <a href="#">Concurrent Enrollment</a>  <a href="#">Counseling Learning</a></p>

a college experience during High School and a headstart on their college plans.

[Lab Calendar](#)  
[Options A-G Program](#)

## ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.\*

### Areas of Strength

1. By implementing both an Online and an Options Learning program, Compass Charter Schools (Compass) provides a diverse set of options within the independent study model to allow for differentiation.
2. Additional support offered, including technology tools, EL, AVID, and MTSS.
3. Learning Labs and one on one/small group support Q&A sessions in our Online Learning program and Live Synch sessions in our Options Learning program to provide instruction and peer to peer group work.
4. Curriculum options available to all scholars along with a plethora of service providers for scholars in our Options Learning program to use.
5. Readiness workshops that are offered by our Counseling Services Department.

### Areas of Growth

1. Compass should find ways to increase attendance and participation in all of the instructional and offerings the school is offering.
2. Compass needs to implement additional College readiness opportunities for scholars to experience the rigor of college level work. A robust AP program may be welcome by the school community.
3. Although Compass holds multiple opportunities for scholars to participate in live direct instruction, more opportunities are needed throughout the week so scholars are engaged and collaborating with peers.

**List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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\*The summary information will be used for Tasks 4 and 5.

## Category D: Assessment and Accountability

### D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

#### Indicators

**D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas:** In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

**D1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Compass Charter Schools (Compass) uses a variety of effective assessment systems to collect, disaggregate, and report scholar performance. These include the state assessments:</p> <ul style="list-style-type: none"> <li>● California Assessment of Student Performance and Progress (CAASPP) administered to scholars in grades 3-8 &amp; 11 each spring</li> <li>● English Language Proficiency Assessments for California (ELPAC) administered to English Learner scholars in grades K-12 each spring</li> <li>● Physical Fitness Test (PFT) administered to scholars in grades 5, 7, &amp; 9 each spring</li> </ul> <p>State assessment results are compiled and shared with all staff, including disaggregation of data by subgroups by creating dynamic graphs, both internally and with the use of the Parsec Dashboard.</p> <ul style="list-style-type: none"> <li>● STAR Assessments by Renaissance, a standards-aligned diagnostic/benchmark assessment, administered in live-proctored virtual meetings for scholars in K-12 three times a year</li> </ul> <p>Beginning in the 2021-22 school year, STAR assessments by Renaissance were implemented for grades TK-12 as our diagnostic &amp; benchmark internal assessment tool. Internal assessment results are tracked, and the assessment program reports provided by STAR Renaissance are used to identify scholars who may need additional</p>	<p>Assessment Dashboard</p> <p><a href="#">Board of Director presentations</a></p> <p><a href="#">CAASPP Results</a></p> <p><a href="#">Individual scholar reports through Parent Portal</a></p> <p><a href="#">LC reports</a></p> <p>MTSS Headquarters</p> <p><a href="#">Parsec Dashboard</a></p> <p><a href="#">Renaissance reports</a></p> <p><a href="#">Staff Support</a></p> <p><a href="#">Guidesite</a></p> <p><a href="#">Supervising teacher directions to send LC Reports</a></p>

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<p>academic support to close achievement gaps. These results are utilized to create formative assessment lessons for supervising teachers (STs) and tutors to support scholars struggling to achieve grade-level standards. Though this process is ongoing, these analytical trends build an important connection to effectively promote an individual and unique outcome for all of our scholars’ learning needs. Staff training occurs for analyzing data and reports. Through this training, STs learn how to use the results to inform teaching and learning through a collaborative process. STs also learn how to use the Instructional Planning Report in Renaissance to determine focus skills each scholar is ready to learn based on their diagnostic assessments.</p>	
<p>Scholar Achievement and Assessment information is shared through multiple communication channels such as our Monday Morning Updates (MMU), Quarterly Newsletter, Compass’ website, Compass’ Facebook page, Instagram, (OCLC and Compass-wide), Parent Square for high-level information, and through monthly connection meetings for scholar-specific information. Scholar Score Reports (SSRs) are shared directly with learning coaches (parents or legal guardians) via email or electronic score reporting portal within our School Pathways Student Information System (SPSIS) for state assessments. “Understanding Score Reports” guides are available on our website and are shared through MMUs and email. The Starting Smarter websites are also shared in emails, MMU, and parent communication/emails. Data, charts, and growth analysis are shared with the Board of Directors, disaggregated by subgroups. Program coordinators send scholar progress reports to learning coaches and STs (EL, MTSS, 504).</p>	<p><a href="#">BoardonTrack</a>  <a href="#">Compass Assessments</a>  <a href="#">Compass Facebook Page</a>  <a href="#">Compass Newsroom</a>  <a href="#">MMU</a></p>
<p>Compass hosts annual Back-to-School Nights (BTSN) and Superintendent &amp; CEO Town Hall virtual meetings to inform learning coaches about expectations, achievement, and updates, including specific expectations about state and internal assessments. BTSN includes program directors introducing themselves and providing specific program information. Each department coordinator hosts Weeks of Welcome (WOW) as an introduction at the beginning of the school year. The Assessment Team specifically provides information on assessment expectations, score availability, and how the data is and isn’t used at Compass. Online STs host onboarding for scholars. Orange County Learning Center (OCLC) hosts orientation meetings, Demonstration Of Knowledge, and festivals as a way to showcase learning. Program coordinators send welcome emails (English Learners (EL), Multi-Tiered System of Supports (MTSS), and 504). Learning Coach Academy helps onboard learning coaches and set expectations. Virtual Board of Directors meeting links are available for learning coaches, staff, and educational partners, so they can attend. Agenda and minutes are provided through the Board on Track portal.</p>	<p><a href="#">BoardonTrack</a>  <a href="#">Compass YouTube Videos</a>  <a href="#">MA review meetings</a>  <a href="#">Weeks of Welcome</a></p>
<p>School-level data is shared through the California School Dashboard, which disaggregates performance and demographic data to identify subgroups. Partnering with Parsec Education, a data analytic company, we visualize data in an interactive dashboard to assist with data presentations to educational partners. Common indicators include EL progress, Graduation Rate, College &amp; Career Readiness, and CAASPP scores for English Language Arts, math, and science.</p>	<p><a href="#">CA Dashboard</a>  <a href="#">CAASPP ELPAC test results</a>  <a href="#">MMU</a>  <a href="#">Parsec Dashboard</a></p>

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<p>Schoolwide data is disaggregated to analyze trends, strengths, and weaknesses. Weekly highlights in the MMU regarding the CA dashboard measures and how Compass strives to meet each one have been shared with learning coaches this fall (2022).</p>	
<p>Academic growth is determined by using a variety of assessments to examine, analyze, and monitor scholar progress. TK-12 scholars take STAR Assessments (by Renaissance) for Early Literacy (grades K-3), reading and math (grades 1-12). These assessment results set a starting level in Freckle, the supporting instruction used by STS and tutors. Additionally, tutors use the assessment results to determine the topics for live virtual tutoring sessions. Additional Renaissance products that are available to scholars include MyON, Accelerated Reader, and Lalilo (K-3). Online elementary STs administer an initial live reading assessment for scholars. Unit checkpoints for each subject in the online curriculum are monitored to indicate mastery. Options elementary STs use assignments to identify performance levels (mastery) of grade level and content area skills. Curriculum Based Measures (CBMs) for additional data regarding early readers and foundational reading skills guides our early intervention and reading skills intervention as we focus on early literacy development using live sessions and Lalilo.</p>	<p>MTSS Headquarters  <a href="#">Oral Reading Fluency Assignments</a>            STAR Assessment Data            UDS Headquarters</p>
<p>Multi-Tiered System of Supports (MTSS) tutors host weekly tutoring support groups for scholars currently performing below grade level on the benchmark assessments in reading and/or math under our MTSS framework. Tutors' open office hours are also provided weekly. Additionally, scholars may attend office hours to make up a missed session. Tutoring groups are re-evaluated each semester to ensure the rosters reflect the current scholars requiring extra support, as determined by beginning and mid-year benchmark assessments. In 2022-23, we shifted our mid-year benchmark from February to December to receive scores and realign tutoring groups before the second semester begins. This will result in an additional 4 weeks of tutoring for our most at risk scholars. Additionally, Paper.co is offered as a 24/7 tutoring service in all subjects for our high school scholar population, and all of our Title 1 scholars in Compass Charters of Yolo.</p>	<p>MTSS Headquarters            STAR Assessment Data</p>
<p>Compass assesses and analyzes school-wide benchmark assessment data to determine scholar progress and achievement, and additional resources and support are designated to our scholars. Scholars who are identified as “On Watch” after the STAR benchmark assessment(s) are considered to need between Tier 1 and Tier 2 support. A holistic spreadsheet is used to capture On-Watch scholars, and each academic director contributes to sharing relevant data for each scholar. For example: Participation in engagement activities, Tiered reengagement flag, and credit deficient. Once the academic directors have completed their collaborative discussion, the scholars are brought to the attention of the STs and coordinators to discuss during our monthly data-driven discussions.</p>	<p>MTSS Headquarters</p>
<p>Compass Counselors use STAR Renaissance assessment score data and an Academic 4-year plan to track and monitor high school scholars’ progress in courses and assessments, to ensure they are prepared and ready for</p>	<p><a href="#">Academic 4-year plan</a>            STAR Assessment Data</p>

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College/Career. College and Career Learning Labs are recommended to support scholars needing additional assistance.	Transcripts
Each program and department may take different approaches to performance levels, but courses and grades are aligned to content standards. STs assess growth and progress towards mastery of standards, using Common Core State Standards (CCSS) and I CAN statements to evaluate individual scholars. Accelerate Education Science instruction and evaluation is NGSS aligned.	<a href="#">Personalized Learning Plan</a>
STAR Spanish (K-8) by Renaissance is a Spanish-language assessment, which is used to determine if native Spanish-speaking scholars in our English Language Learning program need additional support with English language acquisition, grade level standards knowledge, or both.	STAR Assessment Data

**D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

STs employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach **Indicators**

**D2.1. Demonstration of Student Achievement:** STs use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** STs provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. STs also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

<b>Findings</b>	<b>Supporting Evidence</b>
Using Renaissance STAR assessments as a starting point, we assess reading and math at the beginning, middle, and end of the school year to track scholars' growth. Supervising teachers (STs) discuss results with learning coaches (parents or legal guardians) to make them aware of the scholars' progress. With these scores, the Scholar Success Coordinator can determine what academic support(s) each scholar needs through the Multi-Tiered System of Supports (MTSS) framework and provide resources and interventions based on their individualized needs. Tutors use intervention groups, Bootcamps, and Freckle as supporting instruction to provide support.	<a href="#">Attendance in tutoring</a> (tracking) <a href="#">Freckle usage</a> & reports MTSS Headquarters <a href="#">Star Family Report</a> <a href="#">Star Record Book</a>
STs use assignments, tests/quizzes, projects, performance tasks, collaborative learning activities, and personalized-instruction models to obtain formative data on scholars. In addition, Learning Labs and one on one/small group Q&A sessions for our Online Learning program use formative assessments, utilizing several tools such as Nearpod, Peardeck, Newsela, Readworks, Kahoot!, Socrative, Quizlet, Quizizz, Desmos, collaborative boards, polls, and adjust lessons accordingly. Zoom allows for scholars to be broken into breakout rooms, so scholars can work in peer groups. Some STs use Google Classroom, as an additional platform, to house resources to assist scholars with assignments and assessments. Homeroom Synchronous instruction was added in Fall 2021. Scholars in grades K-5 are offered 30 minutes daily. Scholars in grades 6-12	<a href="#">Accelerated Reader</a> <a href="#">Desmos</a> EL Headquarters <a href="#">Freckle</a> <a href="#">Generation Genius</a> <a href="#">Google Classroom</a> <a href="#">Google Form Exit Tickets</a> <a href="#">IXL (Online Elementary)</a>

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<p>are offered 30 minutes weekly with their ST. Additional live instruction through tutoring, counseling, or Social Emotional Learning (SEL) sessions are offered 4 times a week. English Learner (EL) scholars are invited to attend English Language Development (ELD) tutoring, in addition to completing their ELD coursework in Lexia asynchronously. ELD tutors work on academic language and vocabulary, guided lessons, and are available for additional 1:1 assistance, as needed.</p>	<p><a href="#">Lexia</a>  <a href="#">MyOn</a>  <a href="#">Nearpod</a>  <a href="#">Padlet</a>  <a href="#">Peardeck</a>  <a href="#">Seesaw Options</a>  <a href="#">Portfolios</a>  <a href="#">Quizizz</a></p>
<p>STs conduct a minimum of one connection meeting per month with both the learning coach and scholar to partner in academic progress and growth. This meeting consists of at least one interaction that can be virtual or in person, and might also consist of synchronous instruction in addition to the connection meeting. Assignments are reviewed by the ST and academic strengths, weaknesses, progress towards learning goals, and mastery of content standards are discussed. This is an opportunity for STs to provide resources and recommendations based on the scholars' current learning level. An End-of-Semester final/project is required of middle and high school scholars to demonstrate mastery of content for that course.</p>	<p>Contact Manager notes          End-of-Semester final for MS &amp; HS (Options)  <a href="#">Personalized Learning Plan</a></p>
<p>Special Education case managers monitor progress through weekly specialized academic instruction (SAI) sessions. Scholars are assessed based on content mastery standards to establish a baseline and re-evaluated monthly or bimonthly to chart growth metrics. These metrics measure growth between the initial evaluation and current progress. Scholars also receive ongoing intervention and support in order to access the general curriculum. Special Education case managers' feedback is provided to the scholars directly in real-time through the SAI sessions and also through ongoing communication with families via email, phone, and progress reports. Feedback is also gathered by the Special Education Team from the general education STs for upcoming Individualized Education Program (IEP) meetings to discuss present levels of performance. In general, communications are streamlined and fluid between families and the special education ST. The scholar, general education staff, and special education staff work collaboratively to meet the needs of scholars through meaningful co-planning and consultation based on the scholar's unique learning needs.</p>	<p>Present Levels Reports  <a href="#">Sample Progress Report</a></p>
<p>STs prompt scholars to discuss their future goals regarding college and career in Learning Labs, and during connection meetings. During IEP meetings for scholars in grades 8-12, STs discuss the scholars' Individual Transition Plan details with the scholar and/or learning coach. The Counseling Services Department also hosts College &amp; Career learning labs with entrance and exit tickets.</p>	<p>Academic Outlook  <a href="#">AVID coursework</a>  <a href="#">College and Career - Learning Labs</a></p>
<p>All educational partners play a role in the assessment and monitoring process. This process helps STs understand what standards have been mastered and allows the ST to know when to reteach a lesson or build upon a standard. This is important because of the different curriculum in use by scholars. All Educational Partners review assessment data to determine school wide achievement trends and areas of</p>	<p><a href="#">2021 Data Dig</a>  <a href="#">2022 Data Dig</a>  <a href="#">BOD presentations</a>  <a href="#">Deep Dives</a>  <a href="#">PLP</a></p>

<p>need. This is accomplished in Board of Director meetings through the Assessment &amp; Data presentations shared with the directors, highlighting assessment results for state and internal assessments.</p>	<p><a href="#">STAR Reports</a></p>
<p>All STs are provided appropriate training to be a California Assessment of Student Performance and Progress (CAASPP) or English Language Proficiency Assessments for California (ELPAC) test administrator and receive secure logins for Test Operations Management System (TOMS). ELPAC training includes calibration using Moodle, the training tool for ELPAC assessments. Assessment procedures are in place to ensure staff has the appropriate materials to keep the facility or virtual space secure and abide by state regulations. STs check with scholars throughout the fall to ensure they have devices for testing. Particular care goes into planning for ELPAC assessments, including gathering feedback from STs with EL scholars on their roster. Many of these STs prefer to assess their own scholars, to confirm that established relationship. The IT department sends loaner computers for scholars that don't have a dedicated device for state assessments. This collaboration with IT has increased participation, and provided equitable access, for scholars who may not have been able to participate based on device availability or internet capability. STAR Renaissance logins are sent directly to the learning coaches or to the scholar in private chat during the virtual meeting. Scores are communicated directly to the scholars and learning coaches, both by email and in virtual connection meetings.</p>	<p><a href="#">CAASPP ST Checklist</a>  <a href="#">Computer loan</a>  <a href="#">ELPAC Roundtables</a>  <a href="#">ELPAC ST Checklist</a>  <a href="#">STAR ST Checklist</a></p>

**ACS WASC Category D. Assessment and Accountability:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.\*

**Areas of Strength**

1. Multiple measures to track scholar achievement.
2. Improved training for test examiners and accelerated schedule to prepare scholars for state assessments.
  - a. Begin preparing for state assessments in the fall for spring testing, prepare scholars through targeted lessons each week, practice and training tests (CAASPP & ELPAC), and familiarity with the state testing system.
  - b. Regular Data Digs allow directors, coordinators, and STs to discuss assessment data and ideate plans to act on the data. This data, along with robust reports, allows STs opportunities to focus on specific skill gaps that scholars need to have supported.
  - c. Assessment Team fully supports STs in training for and administering state and benchmark assessments.
  - d. Team calibration training for ELPAC assessments, via Moodle training platform.
3. Effective Multi-Tiered Systems of Supports (MTSS) framework to identify and support scholars' academic, behavioral, and social-emotional needs.



4. Collaboration with Parsec Education has created a data mindset for our teams. Two Assessment Team staff are completing the Google Data Analytics course.

### Areas of Growth

1. Compass Charter Schools (Compass) needs to continue to address the participation rates for assessments and school surveys. Ongoing education campaigns about the importance of assessment data, including how we do and don't use the data, can help with parent and staff buy-in.
    - a. Targeted education program regarding the use of assessment data, especially in terms of charter renewal.
    - b. Continued staff education regarding how opt outs can negatively impact our CA Dashboard and charter renewals.
  2. Continued use of multiple forms of data to assist with guiding instruction, monitoring progress & growth, and informing grading practices.
  3. Continued outreach for special populations of scholars that may be resistant to benchmark or state testing. This might include identifying an alternate assessment if our current internal assessments are not deemed appropriate for specific scholars.
    - a. Specific staff education regarding universal tools available on state assessments, as well as training on designated supports and accommodations available for scholars.
    - b. Continued outreach to share universal tools with scholars as they begin to prepare for state assessments.
- List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)
  - List any additional identified student learner needs that resulted from the Focus Group analyses.
  - In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to
    - Analyze what areas within the schoolwide action plan/SPSA need to be addressed
    - Identify important next steps within the schoolwide action plan/SPSA.

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\*The summary information will be used for Tasks 4 and 5.

## Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

### E1. Parent and Community Engagement Criterion

*The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.*

#### Indicator

**E1.1. Parent Engagement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

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<b>Findings</b>	<b>Supporting Evidence</b>
Learning coaches (parents or legal guardians) are an important part of Compass Charter Schools (Compass) and are invited to get involved with the school in a number of ways including the Parent Advisory Committee (PAC). The PAC is a governing body led by learning coaches whose scholar(s) are enrolled in the school. The PAC meets on a quarterly basis to share ideas, suggestions, and recommendations in an effort to grow.	<a href="#">Parent Advisory Council</a>
The PAC at Compass meets monthly to give input and perspective about the school’s mission, vision, core values, school processes, policies and initiatives, and scholar needs. The PAC is an active governing body at Compass that impacts change and improvements for the school.	<a href="#">PAC Year in Review</a>
The Scholar Leadership Council (SLC) serves to provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly to provide feedback and insight from the scholar’s perspective on school processes, policies, and initiatives to ensure that the needs of scholars are included as decisions are made.	<a href="#">Scholar Leadership Council</a>
Compass proudly hosts community speakers to engage scholars. The Engagement Department has plans for events with speakers from the community as well as service opportunities to benefit others. The Counseling Services Department at Compass also compiles resources regarding career days, college events, and scholarships to support scholars. The Counseling Services Department also hosts virtual workshops as a way to provide professional services to scholars to support their development.	<a href="#">Compass Calendar</a> <a href="#">Compass Counseling Guidesite</a>
Compass publishes a quarterly newsletter, the Compass Chronicle, to inform the scholars, learning coaches, staff, and the local community about the programs and offerings at Compass. This newsletter is shared with external audiences and serves to educate the stakeholders about scholar assignments, engagement activities, family experiences, and academic accomplishments.	<a href="#">Compass Chronicle</a>
Compass makes every effort to ensure that learning coaches have access to school personnel regarding all concerns by having our "Meet the Team" with director email addresses on our school website as well as the instant "Contact Us" link, so if a need arises, they can reach out through the school's easily accessible website.	<a href="#">Meet the Team</a>
Town Halls and Coffee with Compass sessions provide a chance for families to get updates and ask questions with Compass administration. These sessions give learning coaches easy, direct access to communicate with school leadership.	<a href="#">BoardonTrack</a>
Compass also actively maintains social media channels, which includes monitoring Facebook, Twitter, Instagram and LinkedIn to answer questions from the community. Learning coaches can use social media to communicate with school personnel. The staff member that oversees the school social media accounts, contacts the applicable department to receive an immediate response and then replies to the comment or question shared by the learning coach on social media.	<a href="#">Compass Facebook</a> <a href="#">Compass Instagram</a> <a href="#">Compass LinkedIn</a> <a href="#">Compass Twitter</a>
Compass encourages learning coaches and scholars to use the "Virtual Suggestion Box"	<a href="#">Learning Coach Virtual</a>

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<p>as a tool to communicate with school personnel and give anonymous feedback and suggestions. These suggestions are reviewed during the monthly Staff Advisory Committee (SAC) meeting, the monthly SLC meeting, and the quarterly PAC meeting.</p>	<p><a href="#">Suggestion Box</a> <a href="#">Scholar Virtual Suggestion Box</a></p>
<p>Every spring, Compass sends out a Planning Survey that asks learning coaches, scholars, staff, and other educational partners to provide input on Compass priorities and measure satisfaction. The results from this survey are used to make planning decisions at Compass.</p>	<p><a href="#">Board Packet (Page 761)</a></p>
<p>Learning Coach Academy (LCA) is a resource for our learning coaches that provides them with the tools for success. Sessions are focused around learning coach requested content and social opportunities. All learning coaches who register will be added to a Learning Coach Academy ParentSquare group with other LC's participating in LCA.</p>	<p><a href="#">ParentSquare</a></p>
<p>The Individualized Education Program (IEP) process for scholars with learning disabilities relies heavily on learning coach input, as well as school counselors and Psychologists to draft yearly goals and guide the IEP via Present Level Google forms, Live IEP meeting discussions and weekly 1:1 check in's via email or phone call. This ensures scholars are receiving the proper level of academic and social emotional supports according to their needs. Every three years we conduct official evaluations to ensure the least restrictive environment and/or identify further needs.</p>	<p><a href="#">IEP - Present Levels of Performance Survey</a></p>
<p>Compass staff pledges to a 24-hour return call/email policy to ensure that scholars and learning coaches receive a timely response from school staff. Compass STs regularly communicate with learning coaches and scholars through monthly virtual collaboration meetings, called connections. These connections consist of an engaging discussion of scholar progress, learning achievements, assessment data, curriculum progress, assignment planning, and next steps. During these connections, STs provide learning coaches with support and strategies for scholar improvement. This is also a time where learning coaches and scholars can get questions answered and concerns addressed.</p>	<p><a href="#">Connections: (Options Handbook page 25) (Online Handbook page 25) Email Etiquette</a></p>
<p>At the start of the school year, our Engagement Department hosts a Weeks of Welcome (WOW) program, which is a multi-day program to provide information to families about the different programs at Compass. These sessions are filled with virtual back to school nights, orientations, and department open houses. Learning coaches gain valuable information during these sessions and are able to ask questions and provide feedback to department leaders. These sessions are also recorded and posted to the Compass YouTube channel as well as shared via ParentSquare.</p>	<p><a href="#">Wow Youtube</a></p>
<p>Compass sends out a weekly Monday Morning Updates (MMU) which contains information for learning coaches and scholars regarding program updates, counseling offerings, engagement offerings, upcoming events, and other information for the week. This MMU is delivered via a Parent Square app and email every Monday morning.</p>	<p><a href="#">ParentSquare</a></p>
<p>In collaboration, the Assessment Coordinator and the English Language Support Coordinator host biannual Parent Information Sessions. Starting during WoW week in August, the English Learner (EL) team presents an overview of the support we provide to our EL scholars so they are ready to start their school year. Later in the year, in</p>	<p><a href="#">2021-22 ELPAC Summative Learning Coach Information Night (English)</a></p>

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<p>January, the teams present the English Language Proficiency Assessments for California (ELPAC) Summative Information night in preparation for the summative assessment in Spring.</p>	<p><a href="#">2021-22 ELPAC Summative Learning Coach Information Night (Spanish)</a>  <a href="#">EL Open House WOW (English)</a>  <a href="#">EL Open House WOW (Spanish)</a></p>
<p>Updates, resources, and community events for our McKinney Vento families are provided. Our Scholar Community Advocate check-ins with our McKinney-Vento families through email/phone. The Scholar Community Advocate also participates in Tier 1 and 2 Re-Engagement meetings and offers support and resources.</p>	<p><a href="#">McKinney-Vento Scholars Needs Assessment Form</a>  <a href="#">Scholar Community Advocate Webpage</a></p>

### E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

#### Indicators

**E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for All Students:** The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

**E2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Compass Charter Schools (Compass) implements several policies to ensure a safe, clean, and orderly learning environment. Compass is proudly affiliated with a number of organizations that promote and support safe learning environments. Compass is a proud affiliate of the National Standards for Quality (NSQ) Online Learning and APLUS+, which supports quality personalized learning schools and services.</p>	<p><a href="#">APLUS+</a>  <a href="#">Compass Affiliations</a>  <a href="#">NSQ</a></p>
<p>Compass also organizes internal, staff-led committees to ensure an organized learning environment that nurtures learning. A separate group of staff also participates in the Staff Advisory Committee (SAC), which encourages cross-departmental communication, brainstorming, and problem-solving to create an orderly and professional school environment that continues to focus on improvement.</p>	<p><a href="#">Compass Committee Rosters</a></p>

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<p>Compass abides by a number of policies to ensure a safe learning environment for scholars. At the start of the school year, all school staff must complete Gallagher Bassett training to ensure they have current training on handling emergency situations with scholars. Compass also has policies to ensure that its vendors and partners that work closely with scholars and their families are safe. For example, all approved vendors that support families in the Options Learning program at Compass must submit and pass a background check. Compass puts a ban on outside vendors who offer activities or services that could cause harm or put scholars in unsafe situations. In addition, vendors that work with scholars also must submit a negative TB test result or risk assessment waiver form in order to be approved.</p>	<p><a href="#">Application for new vendors approved provider list</a> <a href="#">GB Risk Control</a></p>
<p>The Counseling Services Department also plays an important role in ensuring a safe learning environment. The experienced counselors at Compass are committed to maintaining scholars' safety. They partner with supervising teachers (STs) and school staff to monitor scholar behavior and development and collaborate to ensure scholars' well being in all facets: social, emotional, educational, and environmental.</p>	<p><a href="#">Counseling Guidesite</a> <a href="#">Google Calendar</a></p>
<p>The School Safety Plan and School Handbooks outline responsibilities of the school, staff, learning coaches (parents or legal guardians), and scholars with regard to school safety. In addition, the Counseling Services Department holds several workshops throughout the year based on scholar safety. Prior sessions have focused on topics such as suicide prevention and coping skills. To that end, Scholar Identification cards include suicide prevention information. As a virtual school, all Compass scholar computers are configured with the most up to date version of Windows Defender with popup blocker. Updates are configured to install automatically to protect from any new online threats. As an added benefit, the BlockSite add-in for browsers is also pre-installed and available for families to configure to prevent scholars from accessing inappropriate websites. Support in configuring any of these is provided to learning coaches through our IT HelpDesk. Staff are also required to complete password security and E-Mail security training in order to ensure the safety of internal information.</p>	<p><a href="#">Compass Scholar Handbook - Online Program</a> <a href="#">Compass Scholar Handbook - Options Program</a> <a href="#">Compass Employee Handbook</a> <a href="#">Safety Manual on Human Resources</a> <a href="#">GuideSite page</a></p>
<p>Compass' mission is "to inspire and develop innovative, creative, self-directed learners," and has created a caring and trusting school atmosphere. The school abides by a number of policies and procedures to honor scholars' differences. The programs at Compass are designed to engage all scholars regardless of personal circumstances or beliefs. For example, virtual scholar workshops are held on a monthly basis to encourage learning, development, and socialization among scholars. Compass also schedules local field trips for scholars and their learning coaches to attend and extend learning beyond class time. In addition to engagement activities, the Counseling</p>	<p><a href="#">Engagement Calendar - ParentSquare</a> <a href="#">Parent Square Activities</a></p>

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<p>Services Department hosts virtual workshops, which are shared with families via the Monday Morning Updates (MMU) and ParentSquare calendar, that encourage scholars’ academic and social-emotional development and support their college and/or career readiness.</p>	
<p>Compass has created an environment with high educational expectations for scholars and has programs and challenging curriculum in place to help scholars develop academically and socially-emotionally in order to reach these high expectations. Compass invites all scholars to join its Scholar Leadership Council (SLC), which promotes leadership, problem-solving, and school spirit. Compass also encourages scholars to join a variety of school clubs that are designed to help scholars further explore their passions and hobbies and celebrate their unique creativity and differences. Compass also promotes the ARCTIC core values to encourage a nurturing learning environment and provides opportunities for STs and staff to nominate and recognize those scholars displaying the ARCTIC core values.</p>	<p><a href="#">Compass Scholar Clubs</a> <a href="#">Guiding Principles</a></p>
<p>Compass has a Uniform Complaint Procedure for both families and staff. The complaint procedure is outlined in the Online, Options, and Staff handbooks. The official policy can be found at the central office and in the Compass Board Policy Manual.</p>	<p><a href="#">Board Policy Manual</a> <a href="#">Compass Compliance</a> <a href="#">Compass Scholar Handbook - Online Program</a> <a href="#">Compass Scholar Handbook - Options Program</a></p>
<p>As part of the support/resources provided by the English Language Coordinator in support of the California Department of Education’s English Learner (EL) Roadmap, Compass values the languages and cultures that our EL scholars bring to their education and are assets for their own learning and are important contributors to all learning communities. These assets are valued and support building capacity of our STs in providing culturally responsive curriculum and instruction and in programs that support, where possible, the development of proficiency in multiple languages.</p>	<p><a href="#">CDE English Learner Roadmap</a> <a href="#">October 14th PD for STs</a> <a href="#">Responsive and Meaningful Best Practices in Supporting ELs Part 1</a> <a href="#">Sample Hispanic Heritage 1st grade Lesson</a></p>

**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

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### Indicators

**E3.1. Academic Support Strategies for Students:** School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students:** School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Student Voice:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

**E3. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The Compass Charter Schools (Compass) Counseling Services Department holds several workshops throughout the year based on scholar safety. A menu of the counseling core curriculum is published in the Monday Morning Updates (MMU) on a monthly basis and includes counseling presentations/webinars/workshops in the areas of academic, social-emotional, and college career readiness.	<a href="#">Counseling Learning Lab</a> <a href="#">Small Groups</a> <a href="#">MMU/ Parent Square</a>
Throughout the school year, all members of the Counseling Services Department complete and submit a time task analysis on a weekly basis to the Director of Counseling Services. This data is compiled each week and reported at the end of each quarter to demonstrate that we are reaching our target of allocating 80% of our time each week to direct and indirect scholar services and 20% toward program management.	<a href="#">Counseling Services Time Task Analysis</a>
Scholars have access to both physical and mental health counseling referrals as well as to College & Career Preparation Support that is available through our Counseling Services Department tab on the Compass Website, as well as individually by contacting a Counselor.	<a href="#">Counseling Health and Wellness Community Resources</a> <a href="#">Counseling Resources</a> <a href="#">Counseling Services</a> <a href="#">Counseling Referral Form</a> <a href="#">Supervising Teacher</a> <a href="#">Counseling Support Document</a>
The Special Education Department provides various services internally and through the use of independent contractor service providers. The Special Education staff, Counseling team and the academic staff work closely together to make sure each of our scholars receive all the necessary support needed for success.	<a href="#">Special Education Services</a> <a href="#">2022-23 Scholar Master List</a>

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<p>Compass hosts specific orientation presentations for online scholars to get them familiar with the course navigation. This informs families of the upcoming Learning Labs and allows the supervising teacher (ST) to effectively orient them to their courses.</p>	<p><a href="#">2022-23 Online Connection Meetings WoW (Weeks of Welcome)</a></p>
<p>Each month, our Online and Options Learning programs hold cross-departmental data-driven conversations. Formative and Summative use of data (academic, Social Emotional Learning (SEL), and attendance) is used to inform instructional decisions. By separating Online and Options, this allows other teams to join (academic support, counseling, engagement, and staff support) to listen, participate and collaborate. STs have data in mind when they engage in their Professional Learning Pathway to create and take action with scholars. This gives our Options and Online Learning programs an opportunity to lesson plan, connect with families, and do some of their other necessary work.</p>	<p><a href="#">2022-23 Online Learning Data Headquarters</a> <a href="#">2022-23 Options Learning Department Data Headquarters</a></p>
<p>The instructional staff for the Online Learning program has incorporated weekly online Learning Labs and Q&amp;A sessions for scholars. These Learning Labs incorporate relevant information related to the lessons in the online curriculum, along with additional visuals to stimulate learning. During these Learning Labs, scholars are involved in online discussions about the online content, which helps with their communication skills, part of English Language Arts (ELA) standards. During Q&amp;A sessions offered, scholars get one-on-one support with online curriculum.</p>	<p><a href="#">Learning Lab Schedules</a></p>
<p>Compass uses STAR Renaissance for our internal benchmarks. Based on benchmark results, the scholars are given additional coursework/practice (via Freckle) in the STAR Renaissance system to help them with skills they need more support with and help address specific skill gaps or areas of growth. Scholars are re-evaluated three times per year (beginning, mid, and end of year). Additionally, scholars are invited to attend tutoring with support staff/tutors if they are identified as being “intervention” or “urgent intervention” based on beginning and middle of the year STAR Renaissance scores. Tutoring sessions are guided by data provided through district assessment (STAR Renaissance) and then also by the session’s intervention tool (Freckle or Lalilo) along with ST observations and grade data. All tier 2 and 3 academic support (ie. MTSS Supports, ELD tutoring, Online tutoring) have identified goals that address specific areas of need. Scholars in math and reading tutoring use informal formative assessments such as exit tickets to demonstrate an understanding of the “focus skill.” If scholars do not score 70% or higher, tutors revisit the lesson and scholars retake the assessment until mastery is achieved. Tutors and resource specialists connect learning by providing opportunities for scholars to engage in reflective lessons on “purpose” and how skills learned will apply in “real life.” Support sessions meet at minimum one day a week for thirty minutes. Scholars are encouraged to spend 90-minutes a week in academic support</p>	<p><a href="#">Renaissance Renaissance Welcome Portal</a></p>



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<p>(live session and within the intervention tool–Freckle or Lalilo) in addition to regular ST direct instruction.</p>	
<p>Scholars in online K-5 grade, use digital portfolios to monitor goals and progress throughout the academic year.</p>	<p><a href="#">22/23 Master Digital Portfolio</a></p>
<p>Our Special Education Department consists of Special Education instructors who conduct Specialized Academic Instruction (SAI) sessions to meet the goals of scholars that have Individualized Education Programs (IEPs). Our scholars with IEPs may also have access to online tutoring sessions through Multi-Tiered Systems of Supports (MTSS) services if the scholar is identified as needing intervention/urgent intervention.</p>	<p><a href="#">Ascend Math</a>  <a href="#">Maxscholar</a>  <a href="#">MTSS Live Tutoring Schedule 22/23</a>  <a href="#">Read Naturally</a></p>
<p>To measure scholars’ social-emotional learning (SEL) competencies, such as growth mindset, grit, self-efficacy, etc. Compass has partnered with Panorama Education to capture data to best support scholars in their SEL growth. We will administer surveys twice per year, in October and May, and scholars in grades 3-12 will be emailed a unique survey link to their Compass scholar email from Panorama. In addition, a Multi-Tiered System of Supports (MTSS) framework has been implemented to encompass Response to Intervention (RTI), SEL, and Positive Behavior Interventions &amp; Supports (PBIS). Under the MTSS umbrella, SEL is driven through monthly themes, including monthly presentation workshops presented by the Scholar Success Coordinator and a Counselor. The Scholar Success Coordinator provides SEL warm-up activities for the online ST to use during Learning Labs and in one on one/small group Q&amp;A sessions in conjunction with the monthly theme. Options STs share monthly activities with learning coaches (parents or legal guardians) and scholars during their connection meetings that can be incorporated into daily instruction. STs also include SEL warm-up activities during their daily and weekly synchronous instruction time. Additionally, recent research supports the need to address SEL and equity in the classroom. The entire Academic Division attended a workshop on integrating SEL strategies to promote equity in the classroom, and support materials and resources were made accessible for use during live synchronous instruction.</p>	<p><a href="#">Monthly SEL Resources</a>  <a href="#">Panorama Completion rate 10.31</a>  <a href="#">SEL and Equity workshop</a></p>
<p>Starting in Fall 2022, Paper.co was provided for our Compass Charter Schools of Yolo Title I scholars and all HS scholars for 24 hour tutoring support. Scholars with access can sign on for Homework help, essay feedback and study support. In addition, all scholars have access to BrainFuse HelpNow via the California State Library free online tutoring support for all California residents.</p>	<p><a href="#">BrainFuse HelpNow</a>  <a href="#">Paper.co</a></p>

**ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.\*

### Areas of Strength

1. Developed School Safety plans and procedures. We have a great IT Department that ensures staff are up-to-date on internet safety. They also ensure that our scholars are safe by implementing tools to ensure security and privacy. Lastly, our uniform complaint procedure and internet safety guidelines are clearly explained in our handbook and board policy manual.
2. The school implements strategies and processes for the regular involvement of all educational partners and support groups in the learning and teaching process for all scholars. We provide many opportunities for scholars and learning coaches to engage. We do a great job of nurturing learning in a safe environment by providing scholars opportunities to socialize through clubs, field trips, live synch sessions, etc. and establishing these opportunities in ways that the scholars can feel connected to peers and the school in a positive manner.
3. Compass does a wonderful job of supporting all scholars through personalized learning. We use supporting tiered interventions and give opportunities for our scholars that need additional support to meet their goals through tutoring and intervention under our Multi-Tiered System of Supports (MTSS) framework and based on internal benchmark scores. All scholars receive appropriate academic, social-emotional and multi-tiered support to help ensure scholar learning, college and career readiness and success.

### Areas of Growth

1. Ensuring scholars with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community. We need to continue to fine tune the use of data to help these scholars succeed.
2. Scholar access to counselors to support social-emotional needs, for all grade levels.
3. Expanding internet safety topics to our scholars and explicitly teaching about safe ways to interact with technology.
4. Continuing to focus on creating an atmosphere of Trust, Respect, and Professionalism through clear communication.

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\*The summary information will be used for Tasks 4 and 5.

## Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Ensure all scholars have access to grade level appropriate materials, as indicated by our personalized learning plans (PLP), and that these materials are connected to grade level standards that are identified on the PLP.
- Provide rich curriculum offerings for scholars of varying skill and proficiency levels; using culturally relevant and rigorous content to engage high achieving scholars as well as those who are identified as “On Watch” via our STAR Assessment benchmarks.
- Scholars need access to math curriculum and resources that address both remediation and enrichment. As math content mastery continues to be an area of growth for Compass’ scholars, we want to continue to engage scholars on various levels to make adequate and meaningful progress.
- Working with learning coaches on using skill and grade level appropriate materials for scholars with IEPs and 504s.
- Compass should find ways to increase attendance and participation in all of the instructional and offerings the school is offering.
- Compass needs to implement additional College readiness opportunities for scholars to experience the rigor of college level work. A robust AP program may be welcome by the school community.
- Compass needs to continue to address the participation rates for assessments and school surveys. Ongoing education campaigns about the importance of assessment data, including how we do and don’t use the data, can help with learning coach and staff buy-in.
  - Targeted education program regarding the use of assessment data, especially in terms of charter renewal.
  - Continued staff education regarding how opt outs can negatively impact our CA Dashboard and charter renewals.
- Continued use of multiple forms of data to assist with guiding instruction, monitoring progress & growth, and informing grading practices.
- Continued outreach for special populations of scholars that may be resistant to benchmark or state testing. This might include identifying an alternate assessment if our current internal assessments are not deemed appropriate for specific scholars.
  - Specific staff education regarding universal tools available on state assessments, as well as training on designated supports and accommodations available for scholars.
  - Continued outreach to share universal tools with scholars as they begin to prepare for state assessments.
- Ensuring scholars with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community. We need to continue to fine tune the use of data to help these scholars succeed.
- Scholar access to school counselors to support social-emotional and mental

health needs, for all grade levels.

- Expanding internet safety topics to our scholars and explicitly teaching about safe ways to interact with technology.
- Continue to focus on creating an atmosphere of Trust, Respect, and Professionalism through clear communication.
- Continue to develop communication tools for scholars and families to understand academic standards.

## Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

Based on the California School Dashboard, internal benchmark testing, surveys, and other sources of data, the following major learner needs have been identified:

- We still have scholars testing below grade level and below the state average in both English Language Arts (ELA) and mathematics. We do have data showing growth in both of these areas, though there is room to continue to grow our scholar outcomes on both state-mandated tests.
- Our English Learner (EL) progress was listed as very low. However, Districts and schools whose ELPAC participation was below 95 percent automatically received a “Low” status for their English Language Progress Indicator (ELPI) on the CA Dashboard. This last year, our participation rate for the English Language Proficiency Assessments for California (ELPAC) was around 84% (across our three schools as the organizational average) which placed us in the “Low” status category, since the rate includes scholars who withdrew and didn't show up in CalPads as enrolled elsewhere (this can happen if a scholar leaves the state or country and does not inform us, making it difficult to track down this information). Our own internal participation calculation for ELPAC was 97.5% across the three charters, highlighting the importance of communicating with learning coaches (parents or legal guardians) to determine where scholars who withdraw intend to enroll after Compass. We anticipate that this will change in upcoming dashboards, since we adopted Lexia, a research-and data-backed English Language Development (ELD) program. We can pull data showing that English language fluency is increasing in our ELs. Additionally, our reclassification rate has risen. Since we added more direct sessions for ELs, we anticipate our dashboard score rising in this area. Still, we can improve outreach and messaging to families regarding the benefits and necessity of EL live sessions in order to expedite this improvement.
- Our graduation rates have steadily improved but, in addition to the interventions we already do, further support for at-promise scholars will continue positive trends in that area. We need to address both long-time Compass scholars and those who come to us for high school already deficient in credits.
- We currently do not have our own CTE pathway, but we continue to establish such

pathways via concurrent enrollment within the California Community College system. However, our surveys show little interest in those pathways, so that is not a major area of need from those we serve despite the dashboard.

- Additionally, we still have work to do toward increasing the number of scholars who complete A-G courses, though many of our families do not enter our schools with that goal. There is a need to continue to develop our college readiness programs. We have developed more options for scholars to engage in A-G courses by building self-paced UC approved courses for our scholars.
- We also need to better support our scholars with Individualized Education Program (IEPs) in meeting grade level expectations, so we can see the successes we have noticed with other special populations, such as our scholars with 504 plans.
- We need to continue increasing options to improve differentiation of instruction and guidance for learning coaches for differentiation of instruction for scholars who have special talents or might qualify as gifted is an area of need.
- We need to offer culturally-relevant curricular materials and instruction to serve a wider range of scholars equitably.
- We need to ensure that all scholars are accessing rigorous, grade level curriculum that meets all of the grade level standards and document this on the Personalized Learning Plan (PLP).
- We need to improve outreach to families for increasing participation in our internal benchmark assessments in order to reach a 95% participation rate, which is needed for verified data for charter renewals (similar to our need to increase participation rates for state-mandated assessments).
- We need to improve strategies and support from learning coaches for scholars who are below grade level.
- We need to improve outreach and messaging to families regarding the benefits and necessity of MTSS tutoring in order to continue to close achievement gaps.

## Chapter V: Schoolwide Action Plan

- Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

### Compass Charter Schools of Los Angeles

**Action plan Goal #1- Increase scholar academic achievement in core academic subjects.**

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<p>Reflection</p>	<p>Compass Charter Schools of Los Angeles (Compass) developed this goal to ensure all scholars have access to rigorous curricula to prepare them for the demands of state standards, as well as a system of assessment to monitor progress and inform instruction and the implementation of responsive interventions to meet each scholar’s needs.</p>
<p>Expected Measurable Outcomes (Goals are per school)</p>	<ul style="list-style-type: none"> <li>● Maintain ample standards-aligned curricula and resources for core subjects.</li> <li>● Increase the percent of scholars that meet/exceed state-mandated assessments:             <ul style="list-style-type: none"> <li>○ SBAC ELA (grades 3-8): 50%</li> <li>○ SBAC ELA (grade 11): 60%</li> <li>○ SBAC Math (grades 3-8): 30%</li> <li>○ SBAC Math (grade 11): 12%</li> <li>○ CAST: 25%</li> </ul> </li> <li>● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal ELA assessments.</li> <li>● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal math assessments. .</li> <li>● Reduce the percentage of chronic absenteeism to less than 4%.</li> <li>● Decrease the Cohort Dropout Rate to less than 15%.</li> <li>● Increase the EL Reclassification rate to greater than 25%.</li> </ul>
<p>Actions that Impact Scholar Achievement and Goal Attainment</p>	<ul style="list-style-type: none"> <li>● All scholars will have all access to supervising teachers (STs) who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.</li> <li>● All scholars will have access to core curriculum which is Common Core-aligned.</li> <li>● All STs will utilize Advancement Via Individual Determination (AVID) instructional strategies in their live synchronous sessions, as well as asynchronous sessions.</li> <li>● All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework with focus on Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and Social Emotional Learning (SEL) and well-being.</li> <li>● All scholars and learning coaches (parents or legal guardians) will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey.</li> <li>● The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged, homeless, or in foster</li> </ul>

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	<p>care.</p> <ul style="list-style-type: none"> <li>● Targeted interventions for English Learners, and scholars with disabilities by ensuring supplemental resources and programs are available.</li> </ul>
Monitor Progress Tools	<ul style="list-style-type: none"> <li>● Internal Spring ELA and Math assessments</li> <li>● SBAC Grades 3-8, and 11 in ELA and Math</li> <li>● California Dashboard</li> <li>● CELDT(<i>through 2017</i>)</li> <li>● ELPAC scores (<i>starting 2018- present</i>)</li> <li>● ELD Course/Lexia starting (<i>September 2020</i>)pass rates</li> <li>● EL group synchronous sessions</li> <li>● ELA Course grades</li> <li>● Lexia reports and STAR reports</li> <li>● Report Cards</li> <li>● Parent Teacher conferences</li> <li>● Truancy Tracking</li> </ul>

**Action plan Goal #2- Increase scholar and parent engagement.**

Reflection	<p>The engagement of both scholars and learning coaches (parents or legal guardians) is essential to the success of our community. Compass Charter Schools (Compass) seeks to provide opportunities for learning coaches to be meaningfully engaged in their scholar’s educational journey and provide input on areas to improve the experience of scholars in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners.</p>
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> <li>● Attendance rates (P2 Reporting) will be 95%.</li> <li>● Suspension rates will be 0%.</li> <li>● There will be a 85% satisfaction rate of engagement offerings.</li> <li>● The Parent Advisory Council will meet 4 times per year.</li> <li>● The Scholar Leadership Council will meet 7 times per year.</li> <li>● 90-100% of parents will participate in academic monitoring activities.</li> <li>● 90-100% of scholars will participate in academic learning activities.</li> <li>● Participation from scholars, parents and staff in the annual</li> </ul>

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	satisfaction/LCAP survey.
Actions that Impact Scholar Achievement and Goal Attainment	<ul style="list-style-type: none"> <li>● Provide Learning Coach Academy program</li> <li>● Provide summer session online courses and subscriptions</li> <li>● Offer engaging live synchronous instruction</li> <li>● Provide social emotional learning groups led by counselors</li> <li>● Provide end of year celebrations</li> <li>● Provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.</li> <li>● Provide technology access to scholars who are unable to access required educational offerings.</li> </ul>
Monitor Progress Tools	<ul style="list-style-type: none"> <li>● Attendance data pulled from School Pathways Student Information System (SPSIS)</li> <li>● Participation data tracking in all identified events and activities</li> <li>● Supervising teacher observations</li> <li>● Participation in Learning Lab</li> <li>● Survey feedback from participants on quality of programming</li> </ul>

<b>Action plan Goal #3- Increase college and career readiness for scholars.</b>	
Reflection	Compass Charter Schools of Los Angeles (Compass) scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, all scholars must receive a high quality program which provides them with the requisite skills for success after graduation.
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> <li>● Increase graduation rate to 65%</li> <li>● 30% A-G Completion</li> <li>● 20% of scholars will enroll into at least one concurrent course</li> <li>● 25% College Career Indicator “Prepared”</li> </ul>
Actions that Impact	<ul style="list-style-type: none"> <li>● Summer Session offered for high school scholars wishing to</li> </ul>



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<p>Scholar Achievement and Goal Attainment Impact on Scholar Achievement</p>	<p>earn extra credits in online classrooms</p> <ul style="list-style-type: none"> <li>● Provide access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion</li> <li>● Ensure all scholars have access to A-G approved courses, either through our online Accelerate Education courses or through internally developed courses.</li> <li>● Provide scholar and learning coaches (parents or legal guardians) training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information</li> </ul>
<p>Monitor Progress Tools</p>	<ul style="list-style-type: none"> <li>● CA Dashboard</li> <li>● Tracking concurrent enrollment</li> <li>● Summer School attendance data</li> <li>● Tutoring attendance data</li> </ul>

<p align="center"><b>Action plan Goal #4- Ensure that at-promise scholars are making progress toward earning a high school diploma.</b></p>	
<p>Reflection</p>	<p>Compass Charter Schools of Los Angeles (Compass) offers a unique model for addressing the current needs of scholars/families. This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline. Compass will monitor scholars identified as at-promise (including current scholars and late entrants) to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.</p>
<p>Expected Measurable Outcomes (Goals are per school)</p>	<ul style="list-style-type: none"> <li>● 60% participation in Accelerated Course Options Program (ACOP) for at-promise scholars</li> <li>● 0% 5th Year Cohort</li> </ul>
<p>Actions that Impact Scholar Achievement and Goal Attainment Impact on Scholar Achievement</p>	<ul style="list-style-type: none"> <li>● Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our Multi-Tiered System of Supports (MTSS) framework to ensure they are supported</li> <li>● Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school</li> </ul>

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	<p>with a skill gap</p> <ul style="list-style-type: none"> <li>● Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma</li> </ul>
Monitor Progress Tools	<ul style="list-style-type: none"> <li>● Attendance data in ACOP</li> <li>● 4 year cohort data tracking</li> <li>● Benchmark assessment data</li> <li>● Summer session attendance data</li> </ul>

**Compass Charter Schools of San Diego**

<b>Action plan Goal #1- Increase scholar academic achievement in core academic subjects.</b>	
Reflection	Compass Charter Schools of San Diego (Compass) developed this goal to ensure all scholars have access to rigorous curricula to prepare them for the demands of state standards, as well as a system of assessment to monitor progress and inform instruction and the implementation of responsive interventions to meet each scholar's needs.
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> <li>● Maintain ample standards-aligned curricula and resources for 5 out of 5 subjects. The number of scholars that qualify for reclassification will increase by 10%.</li> <li>● Increase the percent of scholars that meet/exceed state-mandated assessments: <ul style="list-style-type: none"> <li>○ SBAC ELA (grades 3-8): 39%</li> <li>○ SBAC ELA (grade 11): 49%</li> <li>○ SBAC Math (grades 3-8): 27%</li> <li>○ SBAC Math (grade 11): 21%</li> <li>○ CAST: 37%</li> </ul> </li> <li>● Increase to at least 70% the number of English Learner (EL) scholars that will successfully complete Language Arts courses.</li> <li>● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal ELA assessments.</li> <li>● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal math assessments. Additionally, increase the number of EL scholars participating in the CAASPP test.</li> <li>● Reduce the percentage of chronic absenteeism to less than 4%.</li> <li>● Decrease the Cohort Dropout Rate to less than 15%.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Increase the EL Reclassification rate to greater than 25%.</li> </ul>
<p>Actions that Impact Scholar Achievement and Goal Attainment</p>	<ul style="list-style-type: none"> <li>● All scholars will have all access to supervising teachers (STs) who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.</li> <li>● All scholars will have access to core curriculum which is Common Core-aligned.</li> <li>● All STs will utilize Advancement Via Individual Determination (AVID) instructional strategies in their live synchronous sessions, as well as asynchronous sessions.</li> <li>● All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework with focus on Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and Social Emotional Learning (SEL) and well-being.</li> <li>● All scholars and learning coaches (parents or legal guardians) will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey.</li> <li>● The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged, homeless, or in foster care.</li> <li>● Targeted interventions for English Learners, and scholars with disabilities by ensuring supplemental resources and programs are available.</li> </ul>
<p>Monitor Progress Tools</p>	<ul style="list-style-type: none"> <li>● Internal Spring ELA and Math assessments</li> <li>● SBAC Grades 3-8, and 11 in ELA and Math</li> <li>● California Dashboard</li> <li>● CELDT(<i>through 2017</i>)</li> <li>● ELPAC scores (<i>Starting 2018- present</i>)</li> <li>● ELD Course/Lexia starting (<i>September 2020</i>)pass rates</li> <li>● EL group synchronous sessions</li> <li>● ELA Course grades</li> <li>● Lexia reports and STAR reports</li> <li>● Report Cards</li> </ul>

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	<ul style="list-style-type: none"> <li>● Parent-Teacher conferences</li> <li>● Truancy Tracking</li> </ul>
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<b>Action plan Goal #2- Increase scholar and parent engagement/involvement.</b>	
Reflection	<p>The engagement of both scholars and learning coaches (parents or legal guardians) is essential to the success of our community. Compass Charter Schools of San Diego (Compass) seeks to provide opportunities for learning coaches to be meaningfully engaged in their scholar’s educational journey and provide input on areas to improve the experience of scholars in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners.</p>
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> <li>● Attendance rates (P2 Reporting) will be 95%.</li> <li>● Suspension rates will be 0%.</li> <li>● There will be a 85% satisfaction rate of engagement offerings.</li> <li>● The Parent Advisory council will meet 4 times per year.</li> <li>● The Scholar Leadership Council will meet 7 times per year.</li> <li>● 90-100% of parents will participate in academic monitoring activities.</li> <li>● 90-100% of scholars will participate in academic learning activities.</li> <li>● Participation from scholars, parents and staff in the annual satisfaction/LCAP survey.</li> </ul>
Actions that Impact Scholar Achievement and Goal Attainment	<ul style="list-style-type: none"> <li>● Provide Learning Coach Academy program</li> <li>● Provide summer session online courses and subscriptions</li> <li>● Offer engaging live synchronous instruction</li> <li>● Provide social emotional learning groups led by counselors</li> <li>● Provide end of year celebrations</li> <li>● Provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.</li> <li>● Provide technology access to scholars who are unable to access required educational offerings.</li> </ul>

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Monitor Progress Tools	<ul style="list-style-type: none"> <li>● Attendance data pulled from School Pathways Student Information System (SPSIS)</li> <li>● Participation data tracking in all identified events and activities</li> <li>● Supervising teacher observations</li> <li>● Participation in Learning Lab</li> <li>● Survey feedback from participants on quality of programming</li> </ul>
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<b>Action plan Goal #3- Increase college and career readiness for scholars.</b>	
Reflection	Compass Charter Schools of San Diego (Compass) scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, all scholars must receive a high quality program which provides them with the requisite skills for success after graduation.
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> <li>● Increase graduation rate to 65%</li> <li>● 30% A-G Completion</li> <li>● 20% of scholars will enroll into at least one concurrent course</li> <li>● 25% College Career Indicator “Prepared”</li> </ul>
Actions that Impact Scholar Achievement and Goal Attainment	<ul style="list-style-type: none"> <li>● Summer Session offered for high school scholars wishing to earn extra credits in online classrooms</li> <li>● Provide access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion</li> <li>● Ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses.</li> <li>● Provide scholar and parent training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information</li> </ul>
Monitor Progress Tools	<ul style="list-style-type: none"> <li>● CA Dashboard</li> <li>● Tracking concurrent enrollment</li> <li>● Summer School attendance data</li> <li>● Tutoring attendance data</li> </ul>

<b>Action plan Goal #4- Ensure that at-promise scholars are making progress toward earning a</b>
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<b>high school diploma.</b>	
Reflection	Compass Charter Schools of San Diego (Compass) offers a unique model for addressing the current needs of scholars/families. This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline. Compass will monitor scholars identified as at-promise (including current scholars and late entrants) to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> <li>● 60% participation in ACOP (Accelerated Course Options Program) for at-promise scholars</li> <li>● 0% 5th Year Cohort</li> </ul>
Actions that Impact Scholar Achievement and Goal Attainment	<ul style="list-style-type: none"> <li>● Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our Multi-Tiered System of Supports (MTSS) framework to ensure they are supported</li> <li>● Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap</li> <li>● Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma</li> </ul>
Monitor Progress Tools	<ul style="list-style-type: none"> <li>● Attendance data in Accelerated Course Options Program (ACOP)</li> <li>● 4 year cohort data tracking</li> <li>● Benchmark assessment data</li> <li>● Summer session attendance data</li> </ul>

### Compass Charter Schools of Yolo

<b>Action plan Goal #1- Increase scholar academic achievement in core academic subjects.</b>	
Reflection	Compass Charter Schools of Yolo (Compass) developed this goal to ensure all scholars have access to rigorous curricula to prepare them for the demands of state standards, as well as a system of assessment to monitor progress and inform instruction and the implementation of responsive interventions to meet each scholar's needs.

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<p>Expected Measurable Outcomes (Goals are per school)</p>	<ul style="list-style-type: none"> <li>● Maintain ample standards-aligned curricula and resources for 5 out of 5 subjects.</li> <li>● Increase the percent of scholars that meet/Exceed state-mandated assessments.             <ul style="list-style-type: none"> <li>○ SBAC ELA (grades 3-8): 11%</li> <li>○ SBAC ELA (grade 11): 7%</li> <li>○ SBAC Math (grades 3-8): 12%</li> <li>○ SBAC Math (grade 11): 6%</li> <li>○ CAST: 7%</li> </ul> </li> <li>● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal ELA assessments.</li> <li>● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal math assessments.</li> <li>● Reduce the percentage of chronic absenteeism to less than 4%.</li> <li>● Decrease the Cohort Dropout Rate to less than 15%.</li> <li>● Increase the EL Reclassification rate to greater than 25%.</li> </ul>
<p>Actions that Impact Scholar Achievement and Goal Attainment</p>	<ul style="list-style-type: none"> <li>● All scholars will have all access to supervising teachers (STs) who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.</li> <li>● All scholars will have access to core curriculum which is Common Core-aligned.</li> <li>● All STs will utilize Advancement Via Individual Determination (AVID) instructional strategies in their live synchronous sessions, as well as asynchronous sessions.</li> <li>● All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework with focus on Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and Social Emotional Learning (SEL) and well-being.</li> <li>● All scholars and learning coaches (parents or legal guardians) will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey.</li> <li>● The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged, homeless, or in foster care.</li> <li>● Targeted interventions for English Learners, and scholars with disabilities by ensuring supplemental resources and programs are available.</li> </ul>

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<p>Monitor Progress Tools</p>	<ul style="list-style-type: none"> <li>● Internal Spring ELA and Math assessments</li> <li>● SBAC Grades 3-8, and 11 in ELA and Math</li> <li>● California Dashboard</li> <li>● CELDT(<i>through 2017</i>)</li> <li>● ELPAC scores (<i>Starting 2018- present</i>)</li> <li>● ELD Course/Lexia starting (<i>September 2020</i>)pass rates</li> <li>● EL group synchronous sessions</li> <li>● ELA Course grades</li> <li>● Lexia reports and STAR reports</li> <li>● Report Cards</li> <li>● Parent Teacher conferences</li> <li>● Truancy Tracking</li> </ul>
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**Action plan Goal #2- Increase scholar and parent engagement.**

<b>Action plan Goal #2- Increase scholar and parent engagement.</b>	
<p>Reflection</p>	<p>The engagement of both scholars and learning coaches (parents or legal guardians) is essential to the success of our community. Compass Charter Schools of Yolo (Compass) seeks to provide opportunities for learning coaches to be meaningfully engaged in their scholar’s educational journey and provide input on areas to improve the experience of scholars in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners.</p>
<p>Expected Measurable Outcomes (Goals are per school)</p>	<ul style="list-style-type: none"> <li>● Attendance rates (P2 Reporting) will be 95%.</li> <li>● Suspension rates will be 0%.</li> <li>● There will be a 85% satisfaction rate of engagement offerings.</li> <li>● The Parent Advisory council will meet 4 times per year.</li> <li>● The Scholar Leadership Council will meet 7 times per year.</li> <li>● 90-100% of parents will participate in academic monitoring activities.</li> <li>● 90-100% of scholars will participate in academic learning activities.</li> <li>● Participation from scholars, parents and staff in the annual satisfaction/LCAP survey.</li> </ul>
<p>Actions that Impact Scholar Achievement and Goal Attainment</p>	<ul style="list-style-type: none"> <li>● Provide Learning Coach Academy program</li> <li>● Provide summer session online courses and subscriptions</li> <li>● Off engaging live synchronous instruction</li> <li>● Provide social emotional learning groups led by counselors</li> <li>● Provide end of year celebrations</li> </ul>



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	<ul style="list-style-type: none"> <li>● Provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.</li> <li>● Provide technology access to scholars who are unable to access required educational offerings.</li> </ul>
Monitor Progress Tools	<ul style="list-style-type: none"> <li>● Attendance data pulled from School Pathways Student Information System (SPSIS)</li> <li>● Participation data tracking in all identified events and activities</li> <li>● Supervising teacher observations</li> <li>● Participation in Learning Lab</li> <li>● Survey feedback from participants on quality of programming</li> </ul>

<b>Action plan Goal #3- Increase college and career readiness for scholars.</b>	
Reflection	Compass Charter Schools of Yolo (Compass) scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, all scholars must receive a high quality program which provides them with the requisite skills for success after graduation.
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> <li>● Increase graduation rate to 65%</li> <li>● 30% A-G Completion</li> <li>● 20% of scholars will enroll into at least one concurrent course</li> <li>● 25% College Career Indicator "Prepared"</li> </ul>
Actions that Impact Scholar Achievement and Goal Attainment	<ul style="list-style-type: none"> <li>● Summer Session offered for high school scholars wishing to earn extra credits in online classrooms</li> <li>● Provide access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion</li> <li>● Ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses.</li> <li>● Provide scholar and learning coaches (parents or legal guardians) training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information</li> </ul>
Monitor Progress Tools	<ul style="list-style-type: none"> <li>● CA Dashboard</li> <li>● Tracking concurrent enrollment</li> <li>● Summer School attendance data</li> <li>● Tutoring attendance data</li> </ul>

<b>Action plan Goal #4- Ensure that at-promise scholars are making progress toward earning a high school diploma.</b>	
Reflection	Compass Charter Schools of Yolo (Compass) offers a unique model for addressing the current needs of scholars/families. This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline. Compass will monitor scholars identified as at-promise (including current scholars and late entrants) to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.
Expected Measurable Outcomes (Goals are per school)	<ul style="list-style-type: none"> <li>● 60% participation in ACOP (Accelerated Course Options Program) for at-promise scholars</li> <li>● 0% 5th Year Cohort</li> </ul>
Actions that Impact Scholar Achievement and Goal Attainment	<ul style="list-style-type: none"> <li>● Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our Multi-Tiered System of Supports (MTSS) framework to ensure they are supported</li> <li>● Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap</li> <li>● Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma</li> </ul>
Monitor Progress Tools	<ul style="list-style-type: none"> <li>● Attendance data in Accelerated Course Options Program (ACOP)</li> <li>● 4 year cohort data tracking</li> <li>● Benchmark assessment data</li> <li>● Summer session attendance data</li> </ul>

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